

# The BUSINESS EDUCATION World

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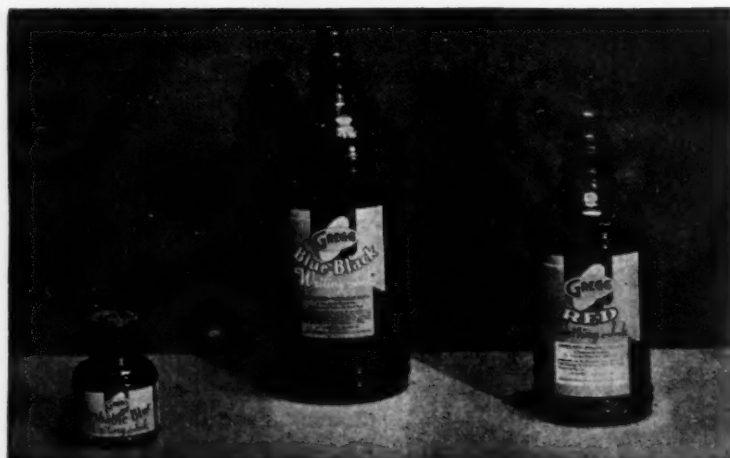
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# *The* **BUSINESS** **EDUCATION** *World*

XX

JANUARY, 1940

No. 5

## Relation of the Newer Purposes of Education to Business Education

BENJAMIN R. HAYNES and HERBERT A. TONNE

WHAT teacher has not only heard of the Cardinal Principles of Secondary Education but has not also been more or less intimately concerned with these same principles? These principles constituted the recommendations of the Commission on the Reorganization of Secondary Schools, which was appointed by the National Education Association.<sup>1</sup> Although these principles have undergone innumerable adaptations, a conservative statement is that they have been influential in their purpose; that they "should guide the reorganization and development of secondary education in the United States."

"Education in the United States should be guided by a clear conception of the meaning of democracy. It is the ideal of democracy that the individual and society may find fulfillment each in the other. Democracy sanctions neither the exploitation of the individual by society, nor the disregard of the interests of society by the individual. More explicitly—

"The purpose of democracy is so to organize society that each member may develop his personality primarily through activities

designed for the well-being of his fellow members and of society as a whole."<sup>2</sup>

These cardinal principles have served as the mileposts, during the past two decades, in the development of secondary-school education in this country. Educational literature has devoted considerable attention to their possible uses; courses of study have been developed with these principles serving as the ultimate goals or objects, around which the specific content elements of many courses of study have been woven; and teachers in training have been called upon, in teacher-training institutions, to adopt these same principles as the core of their educational planning.

It must be recognized that the mere setting up of such objectives in no way insures the attainment of these objectives. A splendid statement of the objectives of education was formulated by Plato; and Herbert Spencer, in the middle of the nineteenth century, admirably presented the basic goals of a truly socially minded education. Nevertheless, there still is more than a thing or two wrong with the world in general and with the educational system in particular.

The fact is that stated objectives are for the most part merely used as new justifications for teaching the old learnings. Witness the truly remarkable rationalizations undertaken by the academicians in justifying

<sup>1</sup> *Cardinal Principles of Secondary Education*, Department of the Interior, Bureau of Education, Bulletin, 1918, No. 35. Washington D. C.: United States Government Printing Office, 1928, 27 pages.

<sup>2</sup> *Ibid.*, page 3.

their subjects, worn out as they may be, in terms of the sound goals set up by the Committee on the Reorganization of Secondary Education in 1918. We, in business education, have not been far behind the rest in rationalizing our standard stock in trade to meet the new formulas. Now we have another pronouncement of what we are driving for, probably to be used as a basis for rationalizing our activities under new names, but continuing the old practices.

The Educational Policies Commission, an appointed committee of the National Education Association of the United States and of the American Association of School Administrators, approved for publication on April 25, 1938, *The Purposes of Education in American Democracy*.<sup>3</sup> Every indication points to the prospect that this book will serve for some time in much the same manner as has *Cardinal Principles of Secondary Education*. The purposes that actuated this recent publication are:<sup>4</sup>

... First, we have stated what we think the schools of the United States ought to try to accomplish. Second, we have described some of the things which we think need to be done if these purposes are to be realized.

Whereas the Cardinal Principles are seven in number—Health, Command of Fundamental Processes, Worthy Home Membership, Vocation, Civic Education, Worthy Use of Leisure, and Ethical Character—there are four “Purposes of Education”: The Objectives of Self-Realization, The Objectives of Human Relationship, The

Objectives of Economic Efficiency, and The Objectives of Civic Responsibility. These four groups of objectives are identified as follows:<sup>5</sup>

... The first area calls for a description of the educated *person*; the second, for a description of the educated *member of the family and community group*; the third, of the educated *producer or consumer*; the fourth, of the educated *citizen*. . . .

Each of these is related to each of the others. Each is capable of further subdivision.

The implications that each of these “sets” of objectives or purposes of education has to business education will be discussed in a series of four articles. Their order of treatment will be the same as given in the paragraph quoted above.

## I. THE OBJECTIVES OF SELF-REALIZATION

The subsidiary objectives that constitute the first Purpose of Education are listed by the Educational Policies Commission as follows:<sup>6</sup>

*The Inquiring Mind.* The educated person has an appetite for learning.

*Speech.* The educated person can speak the mother tongue clearly.

*Reading.* The educated person reads the mother tongue efficiently.

*Writing.* The educated person writes the mother tongue effectively.

*Number.* The educated person solves his problems of counting and calculating.

*Sight and Hearing.* The educated person is skilled in listening and observing.

*Health Knowledge.* The educated person understands the basic facts concerning health and disease.

*Health Habits.* The educated person protects his own health and that of his dependents.

*Public Health.* The educated person works to improve the health of the community.

*Recreation.* The educated person is participant and spectator in many sports and other pastimes.

*Intellectual Interests.* The educated person has mental resources for the use of leisure.

*Esthetic Interests.* The educated person appreciates beauty.

*Character.* The educated person gives responsible direction to his own life. . . .

It is appropriate to begin a survey of educational purposes with a program for the development of the individual learner. There exists at the moment great pressure on schools and other social agencies to “mold” the child in the interest of his *future* economic efficiency, his *future* adult

<sup>3</sup>*The Purposes of Education in American Democracy*, Educational Policies Commission, Washington, D. C.: National Education Association of the United States and American Association of School Administrators, 1937, 157 pages.

<sup>4</sup>Educational Policies Commission, *op. cit.*, page vii.

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<sup>5</sup>*Ibid.*, page 47.

<sup>6</sup>*Ibid.*, pages 50-52.



citizenship, his *future* membership in the family. There is real danger that our preoccupation with "Preparedness" in education may defeat itself by weakening our concern for the child as he is, as a growing individual human being, quite apart from remote social preparatory ends. . . .

The processes of growth, or of self-realization, therefore, are a primary concern of education, a concern which includes, but also reaches far beyond, the memorization of the useful and useless facts which usually make up the bulk of the school curriculum. Only as each individual grows in power to write his own declaration of intellectual independence can we keep unfettered the spirit of that other Declaration written a century and a half ago.

Even a cursory examination of this list of subsidiary objectives will convince the teacher of business subjects that, in working toward the objectives of self-realization, the real center of his attention should be the consideration of these thirteen subsidiary objectives. Inasmuch as education is a continuous process extending throughout life, and as business education is merely one segment of the more formal aspects of education, each of these subordinate or contributing objectives will be reached in the life of each student only through the co-operation of teachers in all areas of education.

Naturally, the attainment of the knowledge, skills, attitudes, and ideals involved in each of the thirteen subsidiary objectives may become the major responsibility of those teachers concerned with teaching in this or that area. For example, those objectives involving health become the primary responsibility of persons engaged in health education, although it goes without saying that all teachers should be concerned with health.

However, in connection with two of these objectives (health knowledge and health habits) the teacher of business subjects can stress appreciation of correct posture; arrangement of desks and chairs in such way as to secure the best light, with resulting decrease in eyestrain; the incorporation of those laborsaving machines and devices that will decrease fatigue, as well as the establishment of smooth flow of work for the same purpose; and the proper scheduling of work in order to relieve the nervous strain resulting from an unequal distribution of the necessary work for a given period of

time, such as the preparation of monthly reports.

The first five objectives included in these self-realization objectives are those that were classed under "command of the fundamental processes" in the cardinal principles. They are of crucial importance to business education. Although they are primarily developed and not infrequently attained to a sufficient degree in the elementary school, we, in business education, cannot avoid responsibility for them.

Secondary-school teachers in general, and business teachers in particular, are improving their techniques for dealing with these goals. We are beginning to recognize that we must attain these goals by remedial teaching rather than in our initial teaching. This means, first, we must set up a program of diagnostic testing to determine what our students know and what they do not know.

Second, we must set up minimum standards rather than maximum standards of efficiency in the fundamental processes, recognizing, of course, that business students will and should be held to higher standards than the general students. Overlearning of the fundamental processes is vital to their permanent retention by the student. We have done the opposite, engaged in frequent superficial learning up to the horizon of knowing, and therefore our good intentions have been largely wasted.

Finally, we are beginning to realize that we must individualize our teaching to cope with the specific remedial teaching needed by the individual student. Splendid beginnings have been made in this type of remedial teaching in reading, writing, and arithmetic.

To repeat for emphasis, a realization of

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the need for dealing with this basic education in terms of the following three steps is paramount in meeting these goals of education: diagnostic testing; overlearning of basic reading, writing, and numerous skills, rather than the extenuation of our efforts over the whole field; and, finally, individualized teaching.

It seems unnecessary at this time to take up the incorporation of each of the thirteen objectives listed under "The Objectives of Self-Realization," the first of the "Four Purposes of Education in American Democracy," in connection with all the possible uses that the teacher of business subjects can make of

them. It is recommended by the authors of this series of articles, however, that, inasmuch as the "Purposes of Education" promise to be substituted for the "Cardinal Principles of Secondary Education," teachers of business subjects use these "Purposes," together with the subordinate objectives listed under each, in the reorganization of their subject-matter content, as well as in the readjustment of their educational thought.

The article that will appear in next month's issue of the *BUSINESS EDUCATION WORLD* will discuss the "Objectives of Human Relationship."

## Southwestern Private Commercial Schools Meet

THE twelfth annual convention of the Southwestern Private Commercial Schools Association was held on December 1-2 at the Baker Hotel, Dallas, Texas. This



A. M. SUHR  
*Outgoing President*



L. VINCENT  
*Incoming President*

year's convention, under the leadership of the president, Miss A. M. Suhr, of Massey Business College, Houston, Texas, was pronounced the most successful meeting thus far. Private business schools in thirteen states were represented.

Highlights of the program were addresses by Ben Henthorn, president of Kansas City (Missouri) College of Commerce; E. O. Fenton, president of the American Institute of Business, Des Moines; J. I. Kinman, president of Kinman Business University,

Spokane, Washington; Stanley J. Shook, president of the Topeka Business College, Topeka; W. S. Sanford, president of Sanford-Brown Business College, St. Louis; Dr. Sam O. Cummins, past president of Kiwanis International, Dallas; Louis Leslie, Gregg Publishing Company, New York City; and Professor D. D. Lessenberry, director of courses in commercial education, University of Pittsburgh.

J. F. Cassell, representing the Charles R. Hadley Company, of Los Angeles, read an interesting paper prepared by Dr. R. W. Gordon, of Los Angeles, who was prevented from attending because of an automobile accident.

Dr. Justin F. Kimball, of Baylor Medical College, Dallas, spoke at the Friday luncheon on "American Education of Tomorrow." Dr. Max Strang, of Dallas, spoke at the banquet on Friday evening. L. E. Throgmorton, of Shreveport, Louisiana, addressed a special breakfast on Saturday morning.

The following officers were elected for the coming year:

*President:* L. Vincent, Vincent Business College, Lake Charles, Louisiana.

*Vice-President:* Stanley J. Shook, Topeka (Kansas) Business College.

*Secretary-Treasurer:* William L. Baines, Central City Commercial College, Waco, Texas.

# The Future Style of Shorthand

The Story of Shorthand—Continued

JOHN ROBERT GREGG, S.C.D.

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IN 1880—the beginning of the period about which we are writing—the geometric style, as represented by Pitman's Shorthand, was almost supreme in English-speaking countries. Fifty years later, the cursive style, as represented by Gregg Shorthand, was equally supreme in English-speaking countries, as considerably more than three-fourths of all the schools teaching shorthand in the English-speaking world were teaching Gregg Shorthand.

Incidentally, the number of schools teaching shorthand does not tell the whole story. As is well known, the number of students learning shorthand in the schools in the United States vastly outnumber those in classes in other countries. This is the natural result of the much more extensive use of shorthand in business in the United States than elsewhere.

In 1880, the cursive style, as exemplified by Gabelsberger, Stolze, Scheithauer, Lehmann, Faulmann, Arends, Roller, and others, was equally supreme in Germany, Austria, Rumania, Bulgaria, Hungary, Holland, Italy, Sweden, Norway, Denmark, Bohemia, Poland, and Russia. Although there has been a breaking up of the individual groups in the past few years owing to the adoption of a national system in Germany and Italy, by governmental edict, the cursive principle in shorthand construction has the unquestioned adherence of shorthand writers in these countries. Practically, then, France, Spain, and Portugal are the only important countries in Europe where geometric shorthand now has any following, and in Spain there are signs of a change to the cursive style.

During this same period, the newer cursive style, as exemplified by Gregg Shorthand, has swept all over the twenty Spanish-speaking countries of Central and South America, and Cuba. It should be remem-

bered that shorthand is much more widely taught in these countries than it is in Spain. Undoubtedly, more than one-half of all those who study Spanish shorthand are studying the more modern cursive style. It is, too, extremely improbable that such quick-minded and eminently practical people as the French will long continue to support the old geometric style.

This brings us to a question that is now engaging the attention of shorthand scientists and that is likely to be widely discussed in the immediate future. That question is simply this: Which style of cursive shorthand is the more practical and scientific?—for there are two distinctive styles of cursive shorthand. One is represented by Gabelsberger and his successors, the other by Gregg Shorthand. The former is predominant in Europe outside France and Spain; the latter in English-speaking countries. Apparently, the future destiny of shorthand lies with one of these styles. It is not a question of *system* but of principle: the individual system is of small importance, as all shorthand history has shown, except in so far as it contributes to the advancement of the art.

The writers of the German cursive style naturally believe that their style embodies the best application of the cursive principle. Several articles in German shorthand magazines have contained generous and appreciative references to Gregg Shorthand, with emphasis on the fact that it has triumphed over the geometric style and has become almost universal in the United States without governmental edict. In these articles, however, there is usually an expression of regret that the Gregg system is not "truly" cursive! It has been described by German writers as "semicursive," "script-geometric," etc.

With some diffidence we shall try to state in the simplest possible way the differences

between the older and the new styles of cursive shorthand, and explain why we sincerely believe that Gregg Shorthand embodies principles that will eventually become universal in the construction of shorthand systems. These views are not presented in any controversial spirit, for we have no quarrel or competition with the German cursive systems, nor are we likely to have in the future.

The original German cursive system was that of the Bavarian genius, Franz Xavier Gabelsberger, for whom we have a feeling of profound reverence. While other German cursive systems—Stolze (and Schrey), Arends, Roller, Lehmann, et al.—have also made notable contributions to the art, they adopted the fundamental characteristics of the style of cursive shorthand founded by Gabelsberger.

What are these characteristics? Briefly stated, they are: that the writing should follow the slope of longhand; that it should consist of "meandering lines, loops and curves, but never mathematical figures"; and that its forms should imitate those of longhand. We pass over the use of distinctions between light and heavy strokes, the expression of the vowels by the "hair stroke" or by changes in the width or shape of the preceding consonant, etc., or various lengths and slants, the variable heights of characters (position writing), and many other features, because we want to keep to the main issue—which is the *form* of the characters. The result of the imitation of longhand letters is that in the older cursive style many of the consonants are expressed by *compound characters* requiring two or three movements of the pen.

In the newer style of cursive shorthand, as represented by Gregg Shorthand, each consonant is expressed by a single character. The difference is due to the fact that the alphabet in the latter style has been selected *not from an imitation of the longhand letters, including compound letters, but from single-stroke elements of the longhand letters*. This is a vital distinction.

In short, the new cursive style represents the merging of two distinct lines of shorthand development—of the ideal toward

which English shorthand had been progressing for two hundred years, "a simple, single stroke for a simple, single sound"; and the cursive principle that had been so successful in Europe.

As previously mentioned, there are, of course, other differences. Some of them are important. For example, the new cursive style expresses the vowels by the briefest and most facile of joinable signs—circles and hooks—and it excludes shading, or thickening, and position writing.

These fundamental differences in the application of the cursive principle have a marked effect on the appearance of the writing in the two styles. Even to those not familiar with shorthand, the outlines in the old cursive style appear to be involved and complicated, while those in the new cursive style appear simple and clear-cut.

Still another point of scientific interest that has not been given much attention in the past is the constant up-and-down motion in the German cursive style. This is due to the expression of vowels and diphthongs by the upward stroke of various lengths and degrees of slant. In our opinion, that motion is fatiguing to the hand and gives the writing an appearance of monotony that is fatiguing to the eye. Longhand writing flows along the line, and the eye has been trained to proceed from left to right along the line, and not up and down. This horizontal flow of the writing is easy for the hand and gives relief to the eye in reading. Because of the brevity of shorthand forms and the consequent care with which they must be written, we believe that it is especially important that a constant up-and-down motion should be avoided as much as possible.

We should not, perhaps, feel so confident about the correctness of our views on this subject were it not for the fact that we have known many accomplished writers of the German systems to change to Gregg Shorthand for writing not only English but German.

Shortly after we went to Chicago, a well-educated German businessman who had learned the Stolze system in his native land called upon us. Being a great lover of the



art, as so many educated Germans are, he decided to learn Gregg Shorthand for English, but with the intention of continuing to use the Stolze system for German, as he had used it in that language for many years. After learning Gregg Shorthand, he became so enthusiastic about it that he adopted it for writing German, although there was then no adaptation of the system to that language.

Similar incidents have occurred repeatedly. One of the most interesting was that of a Danish gentleman who called upon us in New York some years ago before sailing for a visit to his native land. He had been in the United States for many years and had built up a very successful business on the Pacific Coast. He told us that as a boy in Denmark he had learned the Gabelsberger system and had a deep love and admiration for it. For many years he used it for personal note-taking and for keeping his diary. While on the Pacific Coast, he became interested in Gregg Shorthand because it was even then taught universally in that part of the country. Out of curiosity, he studied it and afterward used it not only for English but also for German and Danish.

When he called on us, he brought with him notebooks, diaries, etc.—all written in a beautiful style of shorthand. He was so enthusiastic about the superiority of Gregg Shorthand to Gabelsberger for German that we were curious to find out on what grounds he based his opinion. Omitting many of the reasons he gave, the main point seemed to be that the writing in Gregg Shorthand was more "open" in appearance, more definite, and more continuous in motion than in the Gabelsberger. Two or three months later, at our office in London, we were informed that on his way back from Denmark this gentleman had called and placed an order for textbooks of Gregg Shorthand to be sent to various persons in Denmark, including some of the Parliamentary reporters! The order amounted to several pounds—a notable instance of disinterested system enthusiasm.

Is it not reasonable to suppose that, if the newer style of cursive shorthand, as exemplified by Gregg Shorthand, makes so strong and immediate an appeal to those who have

written the older cursive style for many years that they feel impelled to adopt it for writing their native languages without having a special adaptation available, there must be some grounds for the confidence we have expressed as to the soundness of the principle on which the new cursive style is based?

With that thought we leave the question to the consideration of those who are sincerely interested in the progress of the great art of brief writing and who are still capable of considering the question from a purely scientific point of view, whatever their previous system affiliations may have been. That, we know, is asking a great deal!

*(To be continued)*

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**D**R. HARL R. DOUGLASS, Kenan professor of secondary education and chairman of the Division of Teacher Training at the University of North Carolina, and a departmental editor for the *BUSINESS EDUCATION WORLD* for the past two years, has accepted the directorship of the College of Education at the University of Colorado.

Dr. Douglass won't stay put. Starting out in Missouri, thence to the University of Oregon, Stanford, Pennsylvania, Minnesota, and North Carolina, he now moves into the Rocky Mountain region.

Dr. Douglass takes over his new duties at the close of the winter quarter at the University of Colorado in mile-high Boulder, the only city that owns its own glacier.

**O**N January 5, Brown's Business College, Springfield, Illinois, held a program celebrating the seventy-fifth anniversary of the founding of the school. August Kessburger, retired photographer of Springfield, the only surviving member of the first graduating class, was a guest of honor at the program.

H. B. Henkel owned and operated the school, then known as the Springfield Business College, until his death in 1913, at which time it was taken into the Brown Business College chain.

S. I. Gresham, the present owner and manager, purchased the school in 1925. It has earned and maintained an enviable reputation in Illinois educational circles under its owners, Mr. Henkel, Harlan Eugene Read, and Mr. Gresham. Mr. Gresham is president of the Illinois State Business College Association.



# Accounting Procedures For Social Security

A. L. PRICKETT

**W**HY should the commercial teacher deal with social security? More particularly, why should the bookkeeping teacher deal with social security? Are not the different aspects of this matter the province of the social-science teacher?

These are pertinent questions, in the light of the desire to prevent unnecessary overlapping and unjustifiable encroachment of one field upon the subject matter taught in another. There is so much to be done in the four years a pupil spends in high school that there seems to be little excuse for two or more courses covering the same subject.

The answer is that social security is a vast and intricate problem. The solution has not yet been worked out, although ideas are being formulated that may lead to that end. Social science is concerned with this broad problem—the objectives, the experiences, and the feasibility of different plans. The bookkeeping teacher, on the other hand, deals with a given act of Congress. The statute calls for record keeping, and it is on this record keeping that the attention of the bookkeeping teacher is chiefly centered. No other course can treat this important phase adequately. The bookkeeping course, having laid a foundation in the understanding of accounts, can give such attention as seems desirable to social-security record keeping without difficulty.

In most cases it is probably not necessary to go into great detail in the course, but the teacher will do a better job, as far as he *does* go, if his knowledge of the procedures is fairly comprehensive and up to date.

The Social Security Act was passed in

1935 and signed by President Roosevelt on August 14. The Act carried a wide coverage for a first piece of legislation, providing payments to unemployed workers and to retired workers, and grants to promote health and welfare. The details of the original law have been explained frequently and will not be set forth here.

On August 10, 1939, the President signed amendments extending the coverage of the law. Most of the changes take effect for 1940, but some are made retroactive to January 1, 1939. Formerly, no tax was paid on the wages of employees over sixty-five. Now employer and employee both continue old-age-benefit tax payment beyond age sixty-five. The payment of these taxes is retroactive to January 1, 1939. The employer computes his tax from that date. If an employee covered by this amendment was still employed on November 8, 1939, the employer could either collect the back taxes from such employee (January 1 to August 10) or else assume the payment himself.

National and state banks, members of the Federal Reserve System, Federal savings and loan associations, etc., are brought in. State legislatures are modifying their unemployment-compensation laws to conform.

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◆ *About Mr. Prickett:* Professor of accounting, Indiana University. A.B., M.A., University of Illinois. Doing further graduate work at Chicago University. Has had varied business experience in accounting and sales work. Has taught in Illinois, Minnesota, and Indiana. Co-author of three bookkeeping and accounting texts and author of many magazine articles. President, Indianapolis Chapter, National Association of Cost Accountants.

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Seven hundred thousand workers over sixty-five, formerly excluded from old-age benefits because they were sixty-five when the original act was passed, are now eligible.

The amount of benefits has been increased materially. A worker over sixty-five, with at least eighteen months' earnings of \$50 a month or more since 1937, may receive 40 per cent of the average monthly wage up to \$50 a month, plus 10 per cent of the average monthly wage over that amount (not more than \$250), plus 1 per cent of the total for each year in which his wages were at least \$200.

If Smith earned \$50 a month for five years and retired (retirement age is still sixty-five as the minimum), instead of receiving \$15 a month as formerly provided, he would get a primary benefit of \$21 a month. His wife, if sixty-five or over, would get one-half as much (\$10.50), and each unmarried dependent child under eighteen years of age would get one-half as much as the wage earner (\$10.50). Hence, Smith's family, assuming one such child, would receive \$42 a month. The amendments also cover orphans and widows.

Rates were to have changed on January 1, 1940, to 1½ per cent each for employer and employee for the old-age benefits. They are now to remain at 1 per cent each until 1943, and then jump to 2 per cent.

A Trust Fund replaces the Reserve Account. This fund, administered by a Board of Trustees (Secretary of the Treasury, Secretary of Labor, and Chairman of the Social Security Board), in any one year is not to be larger than approximately three times the estimated annual benefit payments for any one of the following five years. This is virtually the pay-as-you-go basis, and by 1955 would make a probable difference of \$9,000,000,000 between the two plans.

Benefit payments begin in 1940 instead of in 1942.

Taxes for both the old-age benefits and the unemployment compensation beginning with 1940 are on wages *paid* up to the first \$3,000 per employee.

The Bureau of Internal Revenue collects the various taxes imposed by the Social Security Act.

The director of research of the National Association of Cost Accountants has made a study of the accounting practice of leading concerns in handling social-security taxes. Here are some of the important aspects of this survey:

Most of the concerns had kept an Employee Earnings Record card for each employee. They simply extended the record to include more information, and designed each card to cover one year. The individual Earnings Card is considered a standard part of the records. While forms differ, they cover essentially the same things—some information about the employee similar to a personal-history record, time worked and time lost, earnings, deductions for old-age benefits, unemployment compensation, and other deductions. A horizontal line covers a week, and rulings are conveniently arranged for accumulating totals quarterly, annually, and (for certain state requirements) monthly.

The employer must provide for each employee a written statement in suitable form for his retention, showing his earnings and the tax imposed for the quarter; for the calendar year; or, if desired, for each pay period. The majority of employers have been giving this information on the pay check; next common has been a separate notification slip; third, the use of the pay envelope itself; and fourth, the detachable check stub or voucher.

Now the check method is inadequate. Of the other three, the detachable voucher or the separate slip is best.

Employees are not required to keep records, but they certainly should do so for their own protection and information. These records should cover their employment, earnings, and deductions.

The employer for 1940 withholds 1 per cent of the employee's wages for the Federal old-age-benefits tax to the *employee*, the employee cannot deduct the amount from his own Federal income tax. The *employer* is in reality collecting the tax for the Government. He holds the amount in trust for the Federal Government. Creditors have no claim against it. A special liability account should be opened contra.

Many employers keep the funds withheld from the employees in trust for the Government in a separate bank account, drawing two checks each week, one for the pay roll proper and one for the employee deductions.

The tax upon the employer of 1 per cent of the pay roll for the old-age benefits is looked upon in theory as a pay-roll tax, but in practice it is usually treated as an overhead expense in manufacturing concerns and as an administrative expense in non-manufacturing concerns.

For the *employer's* old-age-benefit tax the entry is:

Federal Old-Age-Benefit Tax .....	xx
Accrued Federal Old-Age-Benefit Tax ..	xx

For the pay roll and the *employee's* share of the tax, the entry is:

Pay Roll .....	xx
Accrued Employees' Federal Old-Age-Benefit Tax .....	xx
Accrued Pay Roll .....	xx

## E. C. T. A. Appoints Special Commission

PETER L. AGNEW, president of the Eastern Commercial Teachers Association, has announced the appointment of a commission in business education to confer on the outstanding problems of business education at the present time, particularly those that have to do with the youth adjustment problem. (See picture on opposite page.)

The commission is under the direction of Clinton A. Reed, a member of the executive board of the E. C. T. A., and consists of:

John G. Kirk (chairman), director of commercial education, Philadelphia, Pennsylvania; Nathaniel Altholz, director of commercial education, New York City; Clyde B. Edgeworth, supervisor of commercial education, Baltimore, Maryland; Dr. Hamden L. Forkner, associate professor of education, Teachers College, Columbia University; Raymond C. Goodfellow, director of commercial education, Newark, New Jersey; Charles W. Hamilton, assistant in secondary education, State of New Jersey, Trenton, New Jersey; B. Frank Kyker, acting chief, Business Education Service, U. S. Office of Education, Washington, D. C.; Dr. Paul S. Lomax, professor of education, School of Education, New York University; F. G. Nichols, associate professor of education, Graduate School of Education, Harvard University; Clinton A. Reed, chief, Bureau of Business Education, State Department of Education, Albany, New

York; Louis A. Rice, principal, Packard School, New York City; Edward J. Rowse, supervisor of merchandising instruction, Boston Public Schools; Frances Bowers, director, Department of Commercial Education, Temple University, Philadelphia, Pennsylvania; Conrad J. Saphier, chairman of the secretarial department, Samuel J. Tilden High School, Brooklyn, New York.

State Unemployment Compensation Tax ..	xx
Federal Unemployment Compensation Tax ..	xx
Accrued State Unemployment Compensation Tax .....	xx
Accrued Federal Unemployment Compensation Tax .....	xx

The states may require other deductions from pay roll for their own security programs. Because these plans differ, with most states limiting this feature to the Federal statute, no discussion of such variations is necessary.

Accounting procedures have been adopted that involve as little additional administrative cost as possible and that adequately set up the expenses, liabilities, and funds in trust.

The Commission held its first meeting in New York City on December 9. At this meeting the problem of youth adjustment was discussed under the following general subdivisions: occupational information, career planning, vocational training in the schools, general training in the schools, personality development, placement, follow-up, retraining and readjustment.

A complete report will be made at the annual E.C.T.A. convention, to be held at Atlantic City on March 21-23. At the convention, members of the commission will also act as a panel, discussing the issues presented in their report, and will answer questions from the floor. A copy of the report will appear in the 1940 yearbook.

The theme of the 1940 E.C.T.A. convention is "The Contributions of Business Education to the Youth Adjustment Act."





SOME OF THE MEMBERS OF THE E.C.T.A. SPECIAL COMMISSION IN BUSINESS EDUCATION  
Seated (left to right): John G. Kirk, Peter L. Agnew, Clinton A. Reed, Conrad J. Sabhier, Standing:  
Raymond C. Goodellou, Clyde B. Edgeworth, Louis A. Rice, Edward J. Rouze, Charles W. Hamilton.



ELMER C. WILBUR



MARY STUART



BRUCE F. JEFFERY

## Report of New England High School Commercial Teachers Meeting

THE New England High School Commercial Teachers Association held its thirty-seventh annual convention at the Teachers College of Salem, Massachusetts, on November 25, under the direction of President Joseph J. Cantalupi, Head of the Commercial Department, Everett (Massachusetts) High School.

A. H. Sproul, Director of Commercial Teacher Training of the Salem Teachers College, was in charge of the Hospitality and Reception Committee. The guests of honor included Edward A. Sullivan, President of the Teachers College; Miss Katherine W. Ross, of the Boston Clerical School; Frederick H. Riecke, of the South Side High School, Newark, New Jersey; and the Hon. Walter F. Downey, Commissioner of Education for the State of Massachusetts. Mr.

Downey delivered the main address at the convention luncheon.

The officers elected for the ensuing year are:

*President:* Elmer C. Wilbur, Central High School, Providence, Rhode Island.

*1st Vice-President:* Mary Stuart, Brighton High School, Brighton, Massachusetts.

*2nd Vice-President:* Bruce F. Jeffery, B. F. Brown Junior High School, Fitchburg, Massachusetts.

*Secretary:* William O. Holden, head of the Commercial Department, Pawtucket (Rhode Island) High School.

*Treasurer:* W. Ray Burke, Arlington (Massachusetts) High School.

*Assistant Treasurer:* Edgar Lakey, Rogers High School, Newport, Rhode Island.

*Executive Board:* Joseph J. Cantalupi; Mildred J. O'Leary, Senior High School, Swampscott, Massachusetts; Eliot R. Duncan, Holton High School, Danvers, Massachusetts



WILLIAM O. HOLDEN



J. J. CANTALUPI



MILDRED J. O'LEARY



ELIOT R. DUNCAN



## Whither Are We Going In Commercial Education?

LEWIS S. BEATTIE

SOME years ago, the dean of a training college for teachers said to me:

The commercial course is the most vocational of any course offered in our secondary schools because the training given approximates most closely the actual practice used by the pupil when he gains employment.

His evaluation of a vocational course was, apparently, based upon the extent of its usefulness, a criterion that most of us would be willing to accept. Furthermore, we would agree that, up to and including the 1920's, the commercial training given in both the public and the private schools of Ontario did prepare the graduates in the techniques that they were most likely to use in the office.

Nearly all the pupils graduating from commercial courses during that period found employment as stenographers, bookkeepers, and general clerical workers. Large numbers of girls and a smaller number of boys who had taken comparatively short courses in the elements of shorthand, typewriting, penmanship, bookkeeping, business correspondence, and rapid calculation found that these subjects had direct application in the office positions they obtained.

During the past ten years, however, radical changes have taken place in business. Laborious hand work has been replaced by machine operations. Labor in the office has been finely divided and specialized so that one expert bookkeeper or office manager can classify and supervise the detailed work done by machine operators. Owing to the specialization in office techniques, the standard commercial course in our schools was not so useful in preparing graduates for the wide range of work required in the business

office. For several years, however, most of our schools made little effort to adjust themselves to these changing conditions, and there was a definite lag in commercial education. The static condition of commercial education for a period of over twenty years is illustrated by the fact that the courses in shorthand and bookkeeping that I took in 1902, and the textbooks used at that time, were practically identical with the courses and textbooks in 1930.

The business depression following the year 1929 produced conditions that led to the raising of both the age and the standard of efficiency required of the beginner in office employment. The immediate effect of these rising standards was unemployment. The consequent reaction was the increase in secondary-school enrollment. Pupils who were rejected because they were too young or too meagerly trained returned to, or continued at, school for an extended period of training.

At first, this group of pupils was treated as a continuation class, maintaining and improving their skill in the practical subjects. Later, the curriculum of the school provided senior years in the commercial course, and a regular four-year course was organized. The most obvious change in the commercial curriculum to meet these chang-

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◆ *About Lewis S. Beattie:* Inspector of vocational schools, Province of Ontario, with headquarters in Toronto; director of commercial education for Ontario for the past ten years. B.A., Queen's University, Kingston; graduate of College of Education, Toronto. Permanent chairman of nominating committee for the commercial section of the Ontario Education Association. Coauthor of a textbook on business practice. Principal of summer school for commercial teachers, Ontario College of Education.

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ing conditions in business has been the deferring of specialization to the eleventh and twelfth grades.

Another change in business has raised a definite problem in commercial education. Ten years ago, very few young people entering the distributive occupations in this province obtained a commercial education. Today, there appears to be a real demand for trained employees in these fields. The increasing competition in selling, the development of more intricate organization, and the necessity for cost control in wholesale and retail businesses have created a need for specialized education along these lines. Associations of retail men are asking the schools to include this training in their commercial courses; and in the United States, legislation has encouraged this type of vocational training by generous financial aids.

That a consideration of these changes in business has thrown our commercial curriculum building into a state of flux is evidenced by the great range of opinions expressed in our commercial publications. The *BUSINESS EDUCATION WORLD* is to be commended for its leadership in providing a clearing house for the interchange of the opinions expressed by teachers and directors of commercial education. A rapid perusal of the copies of this magazine for the past few years will reveal the fact that both Canada and the United States have been passing through a revolution in commercial education. The traditional course in shorthand, which was definitely divided into shorthand theory and the succeeding shorthand practice, has been supplanted by a variety of experimental approaches, most of which were discussed at length by Dr. Odell in this magazine.<sup>1</sup>

The standard texts in bookkeeping, with their uniform journal approach and the practice sets in which a business was opened at the beginning and closed at the end of a month's time, have been replaced by texts

whose main features are bookkeeping for personal use, educational bookkeeping, rational bookkeeping, and the balance sheet approach.

New courses in practical economics, consumer education, retail merchandising, integrated office practice, and other subjects have been presented for the consideration of teachers.

The point to be noted from these few illustrations is that the ideas of the past ten years have been revolutionary in character. Moreover, these ideas have formed the basis for experimentation and research, and we must admit that progress in commercial education can result only from the accumulated knowledge obtained through classroom experiment and well-tested educational research.

If we turn our attention from the past and the present toward the future, with the idea of determining some definite trend, we find that new methods and new courses are seeking the same objective—the only objective consistent with the aims of vocational education. Every method and every course must be measured by its usefulness, for the test of a true vocational education must be the extent to which it may be carried permanently into life practices and life situations.

The older type of commercial education was useful in its day, but a changing business world, with new practices and different situations, demands new methods and different subject matter. The fact that this idea of usefulness is emerging and is becoming dominant will be quite evident if the apparent trends in individual subjects of the curriculum are examined.

The demand for increased production in transcription of letters in the office has led to greater emphasis upon shorthand reading, since the transcription rate is generally directly proportional to the reading ability. A by-product of the emphasis upon reading has been the discovery that facility in reading also increases the accuracy and the facility of writing shorthand; hence the usefulness of the reading approach and the direct method in teaching shorthand.

The ever-widening use of the typewriter,

<sup>1</sup> Odell, William R., "Shorthand Methods and Materials," *The Business Education World*, Vol. 17 (September 1936-June 1937), pp. 21, 101, 175, 282, 362, 408, 495, 564, 660, 753.



not only in the office but in other life situations, has changed the method of instruction in this subject. The long preliminary drill on the keyboard has been replaced by the sentence and paragraph approach, with the idea of bringing to the pupil immediate usefulness in this skill. In fact, the usefulness of typewriting is now broken down into stages extending from personal use, which may be attained in one semester, to the expert secretarial use, which is the objective of the completed course. Here, again, research has proved that the more natural setting of the common words in context and the greater pupil interest that the method creates enable the pupil to reach the final objective with a higher degree of accuracy and facility. In general, we may assume that the method that is based upon the idea of usefulness is the most effective.

In bookkeeping, the change has been even more radical. The new courses and accompanying textbooks are placing greater emphasis upon analysis of transactions and interpretation of records, rather than upon routine entries. This development of initiative and constructive thinking will be useful to the graduate when he comes into actual

contact with the great variety of recording systems now used in business. Moreover, the new courses are giving more attention to the usefulness of books of original entry, especially those with specialized columns.

If space permitted, one might go through each subject in detail and find the same trend. The substitution of natural expression in types of letters within the pupil's experience for the memorized stereotyped models of letters used by businessmen of mature years; the widening of office practice to include machine technique and actual office routine; the co-ordination of arithmetic and machine calculation; the introduction of courses in retail salesmanship, advertising, and merchandising—these are other examples of the attempts to make commercial education more useful.

This will always be the trend in commercial education as long as teachers have the courage and initiative that prompt experimentation with new ideas, as long as the school maintains a close co-ordination with business, and as long as educationists continue active and useful studies in the field of research. May we never permit commercial education to become static, and thus lose its usefulness!

## Catholic Typists Association Holds Conference

THE National Catholic High School Typists Association held its annual conference on November 4 at St. Joseph's College and Military Academy, Hays, Kansas.

The conference consisted of discussions on "The Pros and Cons of Typewriting Contests" and "The Raising of Standards in Our Catholic High Schools in Typewriting Through Competitive-Element Methods and Demonstrations."

Reverend Father Matthew Pekari, registrar of St. Joseph's College and Military Academy and main speaker of the conference, spoke on "Importance of Straight-Copy Work in the Typing of Manuscripts, Civil Service Tests, and the Like."

There was also a favorable discussion of a plan to introduce types of contests other than straight-copy work in typewriting.

Sister M. Lucida, C.S.A., secretary of the

Association, reviewed the work done during the past seven years in typewriting contests of participating schools throughout the nation.

Lt. Col. G. W. Gatschet, president and founder of the association, presided throughout the conference.

Since the Association was organized, in 1933, 8,544 pupils have participated in the contests. Two contests are held annually, an every-pupil contest in March and an individual contest in April.

Application blanks and information regarding the 1940 contests may be obtained from Reverend Father Matthew Pekari, St. Joseph's College and Military Academy, Hays, Kansas.

The Association extends a hearty invitation to all Catholic high schools to participate in these events.

# Vocational Vocabulary Letter

HARM and PAULINE HARMS

## No. 5—A Medical Letter

EDITOR'S NOTE—During the past few years we have heard a great deal about mastering the most frequently used words. As soon as a student accepts a stenographic position, however, his list of frequently used words will be influenced decidedly by the terminology of this new occupation.

Here is a letter containing some of the most frequently used words in the profession of medicine. This letter was prepared by Harm Harms, director of commercial training, and Pauline Harms, instructor in shorthand, at Capital University, Columbus. Mr. and Mrs. Harms are authors of the "Individual Method of Learning Gregg Shorthand." Similar letters for other branches of business will appear in subsequent issues of the BUSINESS EDUCATION WORLD.

Dr. John W. Harris, Interne  
Johns Hopkins University  
Baltimore, Maryland

November 15, 1939

Dear Dr. Harris:<sup>20</sup>

Thank you for your letter of November 7, in which you ask us some questions having to do with the<sup>40</sup> frequency of certain operations in our hospital. I cannot give you a complete review in the short space<sup>60</sup> available. I will, however, attempt to give you some general statistics. Of the minor operations,<sup>80</sup> tonsillectomies and adenoidectomies would perhaps lead the list. Appendicitis is now so<sup>100</sup> common that we almost classify appendectomies in the minor group.

Of the diseases, we have the usual<sup>120</sup> run: carditis, tuberculosis, typhoid, diphtheria, scarlet fever, and such children's diseases as<sup>140</sup> measles, whooping cough, chicken pox, and mumps.

In our diagnosis we establish first of all whether or not the<sup>160</sup> ailment is acute or chronic. The preliminary technique required for most of our abdominal<sup>180</sup> incisions is quite routine: morphine or other sedative, diet control, antiseptics, sterile instruments, and<sup>200</sup> ether or other anesthetic. The X ray may at times reveal cancer, an abscess, a malignant tumor,<sup>220</sup> or some other pathological condition.

The diabetic you mentioned in Paragraph 3 should be<sup>240</sup> taken to a clinic for further observation. The metabolism indicates a hyperthyroidism;<sup>260</sup> the blood count, an anemic condition probably due to a goiter. A combination of iron, liver,<sup>280</sup> and insulin is recommended. The patient's reaction to the skull fracture may be slow indeed, since both the<sup>300</sup> anterior and posterior portions are injured with considerable damage to the cerebral tissues.<sup>320</sup>

In your examination of Dr. Anderson's patient, we feel your bronchoscope must be defective;<sup>340</sup> otherwise, the infection of the larynx, pharynx, and trachea would be readily discernible.

I hope that<sup>360</sup> the foregoing comments will be of help to you. Let me know if I can be of further service.

Very sincerely yours, (381)



# Apprenticeship in Typing

ADELINE  
GAMER

IN my classroom, I plan my lessons with my "mind's eye" on production as the aim, interest as the motive, lifelike projects as the method, and office standards as the measurement. Among the classroom techniques that, in my experience, give particularly valuable training are the mailable letter, the copy test, office projects, and direct dictation. These, in turn, may suggest to other teachers similar helpful procedures.

## *Mailable Letter*

In teaching the business letter, I try to keep before the students the fact that they are training for office work. Even the few pupils who will say that they are taking typing for personal use do not know when they may be called upon to adapt this skill to office conditions. Therefore, without discrimination, I put the emphasis upon the power to produce usable work; I insist upon accuracy in the final form submitted.

Pupils, for the most part, do not realize the mission of a letter; they neglect to consider the persons, other than themselves, who are concerned. Thus, it is usually excellent motivation to have pupils criticize letters from both the employer's and the recipient's point of view.

"Would you, in all fairness to yourself and your employer, place this letter in its present form on the desk of the dictator to be signed? Could he, in all fairness to himself and the business that he represents, sign it and send it as a representative of his firm?" These are questions that will produce better results than a low mark placed at the top of the paper.

Even the most routine part of the typing drill work in school can be interestingly developed in the light of office standards. For example, the commonplace typing speed test can be the means of valuable training. Students must be taught that there is a definite measurement of output in business, even though a stop watch is not held over the worker for 5- or 10-minute intervals.

The concept should be built that it is an everyday office occurrence for an employer to say to a typist, "Will you copy this and have it on my desk in ten minutes?" or "Let me have five copies of this manuscript before you leave today." These situations are basically the same as speed tests—copying material under pressure of time. The employee who fails to meet such demands is a source of annoyance and disappointment to his employer, and ultimately the results are unfavorable to himself. Many pupils are unaware of the purpose of timed tests; and especially when they reach a plateau, they consider speed tests dull and useless. Such an attitude is dangerous to progress; therefore, the ingenious teacher will emphasize the importance of any part of the drill work that threatens to lose its appeal.

## *Office Projects*

Resourceful teachers will also agree that students are greatly interested in typing material that approximates office work. Therefore, toward the end of the beginning year

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♦ *About Adeline Gamer:* Senior assistant, Boston Clerical School, Roxbury, Massachusetts. Master's degree from Boston Teachers College. Formerly taught in commercial department of Boston Teachers College. Has had considerable office experience during summer vacations, and finds this background extremely helpful in teaching. Hobbies: Shorthand speed and contract bridge.

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in typewriting and all through the course in advanced typewriting, at least one hour a week should be set aside for a "budget of office work." Perhaps the last class hour each week would be psychologically sound, because it is then that students begin to tire of the drill work and their interest needs refreshing. The budgets can be built around text material or actual business letters.

No student is too old to respond to the dramatic appeal; and, if the pupils are made to feel that they are acting as office workers, the classroom can be transformed into an office with a businesslike atmosphere. The teacher could play the part of the head of the department, to whom all work must be submitted for approval. At first, the aim should be *quality*; later, the *quantity* standard could be introduced, with a "bonus" of a high mark for outstanding achievements.

#### ***Direct Dictation***

Another technique to be recommended is dictation direct to the machine. This device may be used at the beginning of typewriting instruction as a means of developing typing power beyond the single-letter level and as an aid to speed. Direct dictation is also a splendid technique in the teaching of advanced typewriting, for business letters can be dictated direct to the machine as is often done in an office. Pupils enjoy such dictation because it is a change from the routine typing from copy. Moreover, it assures perfect attention because the pupils soon realize that they must listen carefully if they wish to have a complete letter.

Another by-product of this technique is the ability of students to arrange letters without reference to a letter-placement chart. Such charts are of no value in business, because the stenographer is rarely told the exact length of the letter. The signal, "Ready for dictation," has long been a strong stimulus in the teaching of shorthand and may very successfully be carried over to the typewriting classroom.

#### ***Beware of Crutches!***

The teacher must beware of introducing "crutches" in the typewriting instruction. In general, teachers succumb to the temptation

of directing every movement of the students and leaving few, if any, problems for them to solve by their own efforts. Not only is this poor teaching; it trains weaklings.

Students should be required to think through some problem every day. This does not mean all testing and no teaching; rather, it means a study of each project as a whole before work on it is begun. When a businesslike atmosphere pervades the classroom, all dawdling is avoided and this bad habit will not be carried over to the business world.

#### ***Accurate Proofreading***

Accurate proofreading is a requirement of business that needs to be brought forcibly to the attention of typewriting students. Each worker in business must check his own work and must know that it is correct or that it must be corrected. The same policy of individual responsibility should be observed in the schools. An employer is naturally exasperated if he finds it necessary to reject a typist's work time after time; he is usually too busy to play the part of teacher and "correct papers." An employer can soon evaluate a typist's work, and there is no higher tribute he can pay than to accept the work without rechecking it in any way.

#### ***Figures Are a Trap***

Figures especially are a trap for typists. Incorrect typing in general is useless; but incorrect typing of figures is not only useless, it is also dangerous. If students could be impressed with the possible serious consequences of an incorrect figure, they would soon realize that all figures must be checked carefully. A student trained to proofread carefully and accurately would be invaluable to an employer.

#### ***Skillful Erasing***

It is one matter to detect an error; it is another to correct it skillfully and accurately. Erasures are seldom permitted in elementary typewriting; and, while such an attitude is probably fully justified, we must remember that in business some erasing is essential. No one types with absolute accuracy, and to rewrite every letter in which an error is made is a waste of time and stationery. If the



error can be erased with care, the letter retains its commercial value. If the proper method of erasing is not taught, the students will experiment and will probably fall into incorrect habits of erasing.

Neatness is demanded in office work—neatness in erasing as well as in arrangement. Teachers must change their attitude about erasing if they wish to train their students to be fit office workers. The tendency in the classroom must be away from the measurement of output on the basis of "net words a minute" without any opportunity to correct errors. This is only *estimated* typing power. Instead, emphasis should be placed upon *real* typing power—skill in typing letters, tabulation problems, etc., in accurate form.

### Marks

One of the greatest stumbling blocks in typewriting instruction today is the general attitude of the pupils toward marks. They have been brought up on the theory that 75 per cent is a passing mark and that from 90 per cent to 100 per cent is excellent. Therefore, it is difficult for them to see that 98 per cent in typewriting does not necessarily represent a high degree of perfection, because the business standard is 100 per cent for all material that is to be used. Once this point is established, students will have a clearer idea of the goal toward which they must direct their efforts.

### In Conclusion

In conclusion, I have tried in this article to present four ways in which I attempt to bring business standards into my high school typing instruction; and I have also pointed out four cautions concerning excessive teacher activity, accuracy in proofreading, making corrections, and building standards of quality.

I have enjoyed best results in the classroom when I have enforced the standards of the business world. Then I can feel confident my students will not face new and trying typing situations when they cross the threshold from school to business, but that they will greet old situations with the confidence that comes from adequate training.

**M**ARSHALL F. HARTLEY is the new head of the commercial department of Central High School, Duluth, Minnesota, succeeding Frank B. Carey, who has retired.



Mr. Hartley holds degrees from Ellsworth College (Iowa Falls, Iowa) and the State University of Iowa. He has headed high school commercial departments in Thermopolis, Wyoming; Wheatland, Wyoming; and Chadron, Nebraska; has taught summer-session meth-

ods courses in Chadron State Teachers College; and during the past year was an instructor in commerce in Duluth Junior College and Denfeld High School. He is a member of Pi Omega Pi.

**M**ISS NOLABELLE WELCH, who formerly taught commercial subjects in high schools and colleges in New Mexico, was recently appointed instructor of commercial subjects and teacher training at Henderson State Teachers College, Arkadelphia, Arkansas.



Miss Welch received her bachelor's degree from East Texas State Teachers College, Commerce, Texas. She obtained a master's degree from New Mexico

Normal University, Las Vegas, New Mexico; and the Master of Science degree from the State University of Iowa, Iowa City. She has also studied in the University of California, Berkeley, California. She is a member of Pi Omega Pi.

#### Answers to "What Do You Know About Business Law?" (Pages 429-430)

- |            |           |          |
|------------|-----------|----------|
| 51. No.    | 59. Buyer | 68. Yes. |
| 52. No.    | 60. No.   | 69. Yes. |
| 53. No.    | 61. Yes.  | 70. No.  |
| 54. No.    | 62. Yes.  | 71. Yes. |
| 55. Buyer. | 63. No.   | 72. No.  |
| 56. No.    | 64. No.   | 73. No.  |
| 57. Yes.   | 65. Yes.  | 74. Yes. |
| 58. Yes.   | 66. Yes.  | 75. Yes. |
|            | 67. Yes.  |          |

# Tests on Business Forms

V. E. BREIDENBAUGH and MILTON BRIGGS

## No. 5—The Promissory Note

EDITOR'S NOTE—This is the fifth of a series of ten practical tests by V. E. Breidenbaugh, assistant professor of commerce, State Teachers College, Terre Haute, Indiana, and Milton Briggs, bookkeeping instructor, Senior High School, New Bedford, Massachusetts. Mr. Briggs also is director of the bookkeeping division of the B.E.W. Department of Awards. These tests are designed to emphasize the fact that the business paper is the foundation for most bookkeeping entries, to bring the student face to face with *real* business papers, and to lead him to reason regarding the significance of these papers. We suggest that the business forms shown here be reproduced on the blackboard by the teacher or by a student. Permission is granted to duplicate the tests for free distribution to students.

\$250.00	Chicago, Ill., Mar. 3, 19--
Five months-----	after date I promise to pay to
the order of James K. Cunningham-----	
Two hundred fifty and no/100-----	Dollars
at my office, 218 South Sixth Street	
Value received	Daniel Wright
No. 1 Due Aug. 3, 19--	

FORM H

**D**IRECTIONS TO STUDENTS: Examine the business form accompanying this test. Write the word or words you think necessary to complete the following statements. Each correct statement is worth five points. [For the convenience of teachers, the keys appear in italics.]

1. Form H is a *promissory note*.
2. The date on which this form was written was *March 3*.
3. The face of this form is *\$250*.
4. The date of maturity, or due date, of this form was *August 3*.
5. The person who had to pay Form H is called the *maker*.
6. The person who received the money for Form H is called the *payee*.
7. The maker of Form H was *Daniel Wright*.
8. The payee of Form H was *James K. Cunningham*.
9. When James K. Cunningham received Form

H, he should have debited *Notes Receivable*.

10. He should have credited *Daniel Wright*.
11. The book of record used by Mr. Cunningham when he received Form H was the *General Journal*.
12. When Form H was paid, Mr. Cunningham should have debited *Cash*.
13. He should have credited *Notes Receivable*.
14. The book of record used by Mr. Cunningham when Form H was paid was the *Cash Book*.
15. When Daniel Wright gave Form H to Mr. Cunningham, he should have debited *James K. Cunningham*.
16. He should have credited *Notes Payable*.
17. The book of record used by Mr. Wright when he gave Form H was the *General Journal*.
18. When Form H was paid, Mr. Wright should have debited *Notes Payable*.
19. He should have credited *Cash*.
20. The book of record used by Mr. Wright when Form H was paid was the *Cash Book*.

Read the announcement of this year's annual project contest on pages 402-406.



# Significance of Rainfall In Man's Activities

W. ELMER EKBLAW, Ph. D.

**EDITOR'S NOTE**—In this issue, Dr. Ekblaw presents the second of a series of five articles on significant natural factors in their relation to economic geography. Dr. Ekblaw explains that rainfall is essential to all life and to the many economic activities of man.

This series of five articles reveals the influence of climate and other factors of human life in varied regions of the world. As these articles provide a world view of basic geographic relationships that aid in the interpretation of geography and history in both high school and college classes, teachers of geography will profit by filing them for reference.

Dr. Ekblaw's next article, "Temperature Limitations upon Man's Economy," will appear in the February issue of the *BUSINESS EDUCATION WORLD*. The first article of this series, "Seasonality of Climate As a Factor in Man's Economy," appeared in the *BUSINESS EDUCATION WORLD* for December, 1939.—DOUGLAS C. RIDGLEY, Series Editor.

**W**ITHOUT water, life as we know it would be impossible. Without rain or its crystal counterparts, ice and snow, there would be little water available for life or any similar phenomenon, except in the seas. Without rain, the lands would be desolate wastes of rock, with little relief, little erosion, little soil, utterly devoid of plant or animal life. Without rain, there would be no pastures, no forests, no flocks of ruminants on the plains, no flight of birds about the mountain slopes. Rain and snow, fog and dew, hail and hoarfrost—these are but variations in the form assumed by that supply of moisture so necessary to world life and beauty. For the purposes of this paper, all these manifestations may be included under the term "rainfall."

Man is utterly dependent upon water for his living, for his industry, for his systems

of economy and politics, for his culture; and it is rainfall that makes his water supply available and serviceable. His needs for water are manifold and continuous. It enters into the composition of his body structure, affords the material for his physical being, and forms the medium by which the substances out of which his body is created may be distributed to his vital cells and organs. Consequently, potable water—drinking water—must be immediately available to him wherever he goes, for he cannot endure thirst long without perishing. In fact, man succumbs more quickly to thirst than to starvation.

## *Primitive Man and Water Supply*

Primitive man needed water not only for drink but for health and sanitation. A gregarious creature, primitive man hunted and dwelt in various-sized groups, generally groups of families that formed minor communities. Group living was necessary for protection; for successful hunting, fishing, and other enterprises to obtain and safeguard adequate supplies of food; and for companionship. Sanitation was ever a problem for such primitive groups, and epidemics of diseases or plagues that had their origins in accumulations of sewage and garbage frequently decimated the popula-

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◆ *About Dr. Ekblaw:* Professor of human geography, Clark University, Worcester, Massachusetts. Author of articles and books, assistant editor of *Economic Geography*. Accompanied the MacMillan Crocker Land Arctic Expedition (1913-1917) as botanist and geologist; was research associate, American Museum of Natural History, from 1917 to 1922, and consulting geologist for two years. Member of the Explorers Club. Hobby: ornithology.

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tion. A flowing stream of water that bore away rubbish and refuse, or a pond or a lake in which it might be made harmless, afforded primitive man some measure of freedom from such pestilences; and he early recognized the benefit that came from living by the water.

Until man learned the rudiments of navigation and until he mastered the art of hollowing out a log to make a boat or of binding reeds or logs together to make a raft, a flowing stream or a sheet of water constituted an almost impassable barrier to his movement. Except where the water was shallow enough for wading, or narrow enough and placid enough for swimming, it effectively barred his way wherever he encountered it. Though it thus restricted the direction and, in a measure, the extent of his movement, it also protected him from enemies who were as impotent as he to overcome a water barrier.

In antiquity, and even to our day, villages and communities of pile dwellings have been built in virtually every part of the world where relatively shallow streams or pools of water are available, on every continent from Eurasia and Africa to Australia and America. This type of construction reveals how universally primitive man recognized the protection that water affords, the desirability of an available supply of drinking water, and the effect of water on health and sanitation. The open vistas and easier transportation that were afforded facilitated travel, hunting, and fishing; and in general, made life safer, happier, easier, and more comfortable. Deadly pestilences came less frequently to such pile villages; food was more readily obtained and surpluses of it could be more easily stored; defense against enemies, both man and beast, became easier and more assured of success than in less fortunately situated villages. Some skill in boat building and navigation was developed.

When man mastered navigation and made rivers and seas his waterways, his mobility was notably expanded—his horizons enlarged. His life—material, intellectual, and spiritual—was appreciably enriched. Today, water has well-nigh ceased to be a significant barrier; it has, instead, become one of



◆ *About Dr. Ridgley, Series Editor:* Professor of geography in education, Clark University. Formerly director of geography of the A.E.F. University in France; headed the geography department of Illinois State Normal University. Fellow of the American Geographical Society. Holds the Distinguished Service Award of the National Council of Geography Teachers for "outstanding contributions to educational geography."

man's most useful and important highways.

### *Enlarged Use of Water*

As man has progressed in culture, he has incredibly enlarged his use of water and increased his dependence upon it. He obtains vast quantities of food from those animals—fish and shellfish, mammals, and birds—that make the seas and rivers their homes. He employs water for power (once obtained directly by water wheels, but now through huge hydroelectric installations), washing, bleaching, hydrating, blending, and a multitude of other industrial uses. He recreates himself along lake and seashore, by stream and pond in boating, swimming, skating, and fishing. His dependence upon water includes every function, every attribute, of his daily living.

### *Rainfall and Agriculture*

In man's most widespread industry, agriculture—with its distinctive phases, pastoralism and forestry—the closest and most effective association with rainfall is revealed. The amount, character, and seasonal distribution of rainfall control, in some measure, the type of agriculture he finds possible in any locality—the kinds of crops he grows, the breeds of cattle he raises, the size of farm he operates, the way in which he holds his land, the yields he achieves, and the markets in which he sells his produce.

The amount of rainfall determines the kind of agriculture possible in any locality. Where the amount of rainfall is insufficient for crops or even for grazing, agriculture of course is impossible. The deserts of the world, like the Sahara or the Gobi, support no agricultural industry except at oases,

where ground water, supplied by rainfall from distant rains, or streams fed by rain or snow on remote mountains, afford a trustworthy supply of water and make possible limited crops or scanty pasturage over strictly limited areas.

### *Rainfall and Grasslands*

The grasslands of the world—tundra, steppe, and savanna—all represent conditions of limited rainfall, limited either throughout the year or during definite seasons. The rainfall is not adequate to sustain forests, although it is sufficient to grow grass. The grasslands have ever constituted the world's areas of pastoralism, where flocks and herds of sheep, cattle, and other animals graze from one pasture or meadow to another. The amount of rainfall in grasslands varies from almost desert conditions of little or no grass, to semiaridity with short and scattered grass, to relatively copious rainfall ample to grow tall grass and herbs but not to support trees for more than a relatively short time—not enough to produce permanent forest.

In the more arid and semiarid grasslands, rainfall conditions permit only permanent pastoralism. They form the grazing lands of the world, lands that have ever been too dry for successful farming and that are likely to remain so through the centuries. In years of heavier rainfall, crops may be grown on such lands; but when years of deficient rainfall intervene, crops are impossible and only grazing can be followed.

In years of adequate rain for crops, there is a temptation to divert such lands to crop farming from grazing. This should not be done, for when the dry years come the wind is likely to blow away the loose topsoil before the native grass cover can be restored or some other holding grass growth established. The so-called "Dust Bowl" of our own Southwest, the Great Plains section where there has been only a light rainfall through the years, is only one of many such regions in the world. In the dry years following the World War, when the short-grass sod had been hopelessly destroyed by plowing it up to produce wheat to feed the armies and the embattled people maintain-

ing them, crops could not be grown. The wind relentlessly blew away the topsoil, and only by the most strenuous efforts could some measure of conservation and preservation be successfully applied to keep the area from becoming permanent desert waste.

### *Rainfall and Choice of Crops*

By and large, crop agriculture requires a minimum annual rainfall not far below 15 inches in northern midlatitudes or below 20 inches in southern midlatitudes, except in a few restricted areas where favorable modifying effects of soil, evaporation, wind, or other influence may operate to reduce the amount of moisture the crops require. Some crops require a great deal more moisture than do others; also, some crops need more rain at certain seasons of growth and production than others. Wheat requires a wholly different rainfall regime from rice; and maize demands a radically different amount and distribution of rain from sorghum, bananas, or flax.

The rainfall relationships of crops, of systems of farming, of types of land tenure and land utilization are so manifold and complex that it is possible to suggest only a few of them. The multiplicity of variations in the economy of the whole agricultural population and industry of any part of the world results chiefly from the character and amount of rainfall in that part.

### *Rainfall and Density of Population*

The distribution and density of population over the world, as a consequence of the multifold effects of varied water supply, is determined directly or indirectly by the rainfall. Where the rainfall is adequate for the greatest variety of crops, trees, and grasses, there are found the greatest variety of resources for life, and the densest—and generally the most cultured and progressive—populations. The rainfall must not be so excessive as to make life difficult, but it must be heavy enough and uniform enough to supply a regular and adequate water supply for drinking, health, sanitation, power, varied agriculture, diverse manufactures, and all the other uses to which man puts it, and to spare. Excessive rainfall or



deficient rainfall for man's most effective living tends to reduce population.

Obviously, this brief article can but outline a few of the more important relationships between rainfall and man's economy. The profound and far-reaching cultural and

social effects of reclamation, irrigation, drainage, transportation, and power production—to say nothing of farming, fishing, and forestry—all more or less dependent upon rainfall, cannot even be touched upon in so short an article as this.

## Individualized Field Studies in Economic Geography

GUILBERT R. GRAHAM

*High School, Zanesville, Ohio*

WHERE it is impracticable to arrange for field trips in which the entire class in economic geography participates, an individualized field study plan such as that used in the Zanesville High School may prove a wholly satisfactory substitute. The procedure is as follows:

About one month before the close of the semester course, a mimeographed sheet of instructions is given to each student, with the suggestion that he choose for intensive study an industry in harmony with his desires for future employment.

The student makes all arrangements for his field work. Before receiving permission to leave school for a class period or several periods, as may be required, he presents a written statement giving the name of the plant to be visited; the name of the person who gave him permission to visit the plant; the date of the trip, with the probable number of hours' absence. He presents also an excuse from each teacher whose classes he will miss, and his parents' permission to make the trip.

The student compiles a list of questions to which he will seek answers—questions about location, raw material, methods, labor, capital, markets, influence of climate, soils, relief, and trends.

It is our belief that a study of this kind provides an opportunity to check on the ability of the students to apply principles of economic geography. Consequently, the reports are considered a major part of the semester examination.

Each student prepares a booklet on the industry of which he makes a study. This booklet is returned to the student after he has reported orally to the class. These re-

ports require considerable class time, but in our opinion the time is well spent, for the reports acquaint the students with a great number of local industries and aid them in acquiring a clearer concept of the fundamentals of economic geography.

A one-page abstract, summarizing important points about the industry, is required of each student. The abstracts have a two-fold value—they help in planning field work for future classes, and they provide an opportunity for the student to summarize information obtained through his own investigation.

The results of placing responsibility directly upon the student have been gratifying. Good textbook students need this kind of opportunity. Students who are less enthusiastic in class frequently need only this stimulus to enable them to prepare exceptionally fine reports and to manifest the development of new interests. Some students find that they no longer wish to seek employment in the factory that formerly seemed so desirable. Others find industries in which they hope to find not only employment but also an opportunity to express themselves in creative endeavor.

Industrialists and businessmen have welcomed our students and have co-operated to an even greater degree than would have been possible had we requested large group trips through their plants.

From the point of view of teacher, student, school, and community, we can wholeheartedly recommend individualized field trips. Even in schools where class-group trips are feasible, the individual-student-trip plan will prove an effective supplement to the group plan.

# S. B. E. A. Holds Annual Convention

THE seventeenth annual convention of the Southern Business Education Association was held at the Roosevelt Hotel in Jacksonville, Florida, on November 30 and December 1 and 2, with President A. J. Lawrence, University of Kentucky, in charge. Local chairmen were Mrs. Beulah Dalton Harwell and L. C. Harwell, of Jacksonville.

Speakers on the program were Dr. William S. Taylor, dean, College of Education, University of Kentucky; Paul A. Carlson, Whitewater (Wisconsin) State Teachers College; Dr. Paul S. Lomax, New York University; Dr. Hamden L. Forkner, Teachers College, Columbia University; Dr. Benjamin R. Haynes, University of Tennessee; Dr. J. Dewberry Copeland, University of Florida; Mrs. Frances Doub North, president of the N. E. A. Department of Business Education, Baltimore; Dr. R. N. Tark-

ington, of the Gregg Publishing Company; Colin English, state superintendent of public instruction, Florida; and others from among the membership of the association. In spite of the change in the Thanksgiving date in some states, the attendance was very large. Membership in the Association has increased from 760 last year to 950, with a goal of 1,000 in sight.

The Association embraces twelve of the southern states and includes three subdivisions; colleges and universities, public high schools, and private business schools. This year, for the first time, the Association published a yearbook, entitled *Improvement of Business Education in the South Through Curriculum Revision*. The book includes courses of study in a number of business subjects as well as a comprehensive study of consumer business education. The Associa-



OFFICERS AND DIRECTORS OF THE SOUTHERN BUSINESS EDUCATION ASSOCIATION

Front row (reading left to right): L. C. Harwell, H. P. Guy, A. J. Lawrence, Parker Liles, May Walker, R. R. Richards. Center row: Pattie Sinclair, J. Dewberry Copeland, C. C. Dawson, Lucille Taylor, Ernestine Melton, not identified, H. M. Norton. Top row: Mrs. Gertrude G. DeArmond, Odessa Rushing, T. H. Coates, Benjamin R. Haynes, Lelah Brownfield, B. R. Hough, Robert J. Young.

tion also publishes a quarterly journal, *Modern Business Education*, and a monthly bulletin, *The Secretariat*.

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SEVEN Deadly Sins: Knowledge without character; business without morality; science without humanity; worship without sacrifice; pleasure without conscience; politics without principle; wealth without work.—E. Stanley Jones.

APPROXIMATELY four hundred students attended the conference of the National Duplicated Paper Association, which was held at Central Normal College, Danville, Indiana, on November 11. Schools from Indiana, Ohio, Michigan, Illinois, Kentucky, and Iowa were represented. An enthusiastic group studied problems of journalism under Paul Wagner, of Indiana University; Donald Burchard, of the journalism department of Butler University; and Professor Reid Winsey, DePauw University.

The N. D. P. A. continues to grow as interest and enthusiasm increase among the members, who are organized through the Association for the exchange of ideas and suggestions. The central office is at Central Normal College, Danville, Indiana. Mrs. Blanche M. Wean is secretary.

MISS GUNDA A. HOLM has joined the faculty of Northern Montana College, Havre, as an instructor in the business administration and secretarial science department. She holds degrees from Valley City (North Dakota) State Teachers College and Northwestern University, and has studied at the University of Minnesota, the University of California, Armstrong School of Business, and Gregg College.



Miss Holm has taught in high schools in Utah and Michigan; in the Hebron (Nebraska) College and Academy; in Gale College, Galesville, Wisconsin; Wisconsin State Teachers College, Whitewater; and Evanston Collegiate Institute, Evanston, Illinois, where she also served as dean of women.



# Pick Your Job and Land It!

## *Step 5. Plan for Each Interview*

SIDNEY W. EDLUND

**P**REVIOUS articles in this series have discussed four important steps in your campaign to land the job you want:

1. Decide first the kind of job you want.
2. Dig out your hidden assets for that job.
3. Plan a sales campaign to land that job.
4. Plan to reach enough logical prospects.

My experience with many thousands of persons has led me to this conclusion: If you are seeking a job that you are really qualified to fill, and if you present your qualifications properly to enough logical prospects, you will develop a satisfactory number of leads.

The next step is to make sure that you take full advantage of each interview. Your first interview with an employer is the hub of the entire job campaign. It is your best chance to convince the employer that you will be a good investment for him if he hires you.

### *A True Story About Interviewing*

Milton Anderson came to one of the Man Marketing Clinics, fully convinced that he couldn't get a job. He had been to a score of large firms to ask for work and hadn't had a nibble. We asked him to tell us just what happened in the interviews. He replied in detail:

"Well, I go in, and finally I get to the assistant personnel man. I say I want a job. Usually he says, 'What kind of job?' So I say I'm not choosy—I'll take any kind of job at all. Then he says, 'What kind of work have you done?' And I have to say

I haven't had a job, I'm just out of school. But I tell him I did take a business course in school. So then he tries to let me down easy, because he can get plenty of boys with experience. Some of them ask me to fill out an application, just to make me feel better, but I know all the time I'll never hear from it."

Milton was discouraged. He and many of his friends had decided it just wasn't worth while to keep on trying. But his consultants at the Clinic were not discouraged about Milton's chances. They thought he could do much more to sell himself in his interviews. They made many suggestions. Some of them, listed for your guidance, were as follows:

1. That he ask for a specific job.
2. That he demonstrate his ability to handle that job.
3. That he show an interest in the firm in which he was trying to get a job.
4. That he show some knowledge of the type of business done by that firm.
5. That he try to demonstrate in his interview the attractive personality he showed to the Clinic, after he began to feel at home there.

Milton tried to put these ideas into effect. He enacted sample interviews before the Clinic and got further suggestions, which he went out to put into effect. Then he came back to report that he had his job! I asked him what his interview had been like.

"The personnel head interviewed me," said Milton. "I took care to ask the girl in the outside office what his name was. So I said, 'How do you do, Mr. Glover? I am Milton Anderson.' I shook hands with him and smiled. He seemed a little surprised, but a little pleased, too.

Note: This series is adapted from the book, *Pick Your Job—And Land It!* by S. W. Edlund and M. G. Edlund, Prentice-Hall, Inc., New York, 1939, 300 pages, \$3.

"'Mr. Glover,' I said, 'I've been very much interested in your new product, Toxon. I've tried it; I've studied the leaflet which goes with the bottle. I've seen some of your advertising. It seems to me that Toxon is a fine product. I notice it is displayed in most of the good stores. The druggist out my way says he is already having calls for it.'

"Mr. Glover's expression seemed just a little amused that a kid would talk that way, but he seemed pleased too. So I went on, 'I would like a chance to grow up with Toxon, Mr. Glover.'

"Then Mr. Glover got his breath. 'And what job would you like?'

"So I said with a smile, 'Well, I really want the job of comptroller—but of course that's about ten to fifteen years from now.' He laughed. 'Just now I want to be one of your bookkeepers. That's a job I believe I am qualified to hold now, with profit to you. I have taken the bookkeeping course at the Ronald Business School, and you know they have one of the very best business courses. I finished among the first five in my class of thirty.'

"Mr. Glover said that was a good record. So I went on to tell him that, in routine office work like bookkeeping, it seemed to me the two qualities most valuable were speed and accuracy. I said I thought I stood pretty well on both these points, because my trial balances always seemed to come out among the first in the class, and they were usually right. I showed him a letter from Mr. Ronald, head of the school, that was very specific on those points. I told him that ever since I was twelve years old I had earned my own spending money by Saturday jobs and vacation jobs.

"Mr. Glover leaned back with his amused smile and said, 'Well, I think Toxon would like to grow up with you, too.' Was I excited! He didn't have any bookkeeping job open, but he started me on a clerical job in the credit department. He said credit work is something I'll need if I am to be comptroller.

"So I started to work last Monday. They've kidded me about wanting to be comptroller. The personnel man even took

me down and introduced me to the comptroller and said I was out for his job, he'd better look out."

The Clinic wanted to know how Milton handled that situation.

"Oh, we all had a good laugh," said Milton. "Then I decided it was a good chance to get in a word. So I told the comptroller I was really serious, that I wanted to head in his direction. Of course it would mean a lot of hard work and a lot of study, and I would appreciate it tremendously if from time to time he would advise me about my preparation. He said yes, he'd like to follow my progress. So that gives me a chance to go down for a talk when I think I am stymied in some job."

It was the same Milton Anderson who handled these two interviews. He had no more experience for the job he landed than for the one he missed. He hadn't grown an inch. But I think we can all see that he had grown in his potentialities.

There was good reason why he had missed fire on his first interview and clicked on the last. Between those two interviews, Milton Anderson had not only learned the technique of salesmanship, but in mental stature he had grown inches in the process. He had thought out his vocational problem. His decision as to a definite goal for his business career had increased his purpose and ambition. He had shown an interest in the business he was seeking to enter, and he had indicated that he understood some of the fundamental problems of business. Furthermore, he had analyzed some of the requirements of the job he was seeking and showed that he met those requirements. He could have indicated others, but these were enough to get him the job.

Milton Anderson had also learned to give his personality some freedom. He had learned to step up and introduce himself in a friendly way; he had learned to talk with an employer on an easy, man-to-man basis, without shyness and without subservience. He had become convinced that he had something of value to offer an employer, and that gave him confidence to take the lead in an interview when it became necessary to do so in order to demonstrate that



value. His whole interview showed initiative, ability to organize a campaign, ability to meet people easily.

Today Milton Anderson is better equipped to make a success of his job than he was when he had that first interview.

It is my experience that many people show a similar growth when they are looking for work. In digging for assets, they learn to know themselves. Ambition and purpose are crystallized. They learn to sense a prospect's reactions, to anticipate some of his interests. Their interviews are no longer terrifying.

What are some of the points that should come out in a first interview?

1. You really want to work.
2. You have a real interest in a definite kind of work.
3. You have the ambition to reach a definite goal.
4. You understand many of the requirements of the job you want.
5. You have many of these requirements (concrete evidence brought in to prove this).
6. You are interested in your prospect's firm or problems.

Let's go further. Let's take Item 4 above and try to list some of the usual requirements for office work.

*Ability:* Training; accuracy; speed; good handwriting; habit of finishing what you start.

*Attitude:* You don't mind extra jobs and overtime; you do what you are expected to do, without supervision; you do more than is expected, if you can see it to do.

*Personality:* You are neat, clean, and pleasant; you get along with others; your voice is pleasing; you have a friendly, "man-to-man" attitude toward employer, with due deference but no subservience.

But in your concentration on the requirements of the job you are seeking, do not neglect to give concrete evidence that you have many of these requirements. A bare claim that you have certain qualifications has little weight.

A stenographer can give her dictation and typing speeds. She can say that she seldom has to use the eraser, if this is true. Samples can prove the perfection of her typing touch and spacing.

School elective honors may indicate the

ability to get on well with people. A willingness to work hard may be indicated by vacation and part-time jobs, or by certain outside-school activities, such as work on the school paper. Letters of endorsement from teachers and others will serve to bring out many points that are hard to indicate. Many of the points under "personality" and "attitude" may be shown by the interview itself, although they may never be mentioned.

A vocational counselor brought to me a recent high school graduate who had made up his mind he wanted to work in an airplane factory. When he was a youngster he had made model planes. After he grew older, he spent many hours on the local flying field. He had read all he could find about planes. He hadn't had any mechanical training, but he had finished the commercial course in the high school of a New York suburb. He wanted to get into the office end of the airplane industry.

He had tried about ten different firms—manufacturers of airplane motors and parts, and several transportation companies. Nowhere did he find any encouragement whatever, although he explained carefully his preparation for office work. He wasn't ready to give up his lifelong ambition, but wanted help on what to do next.

Now if you want to get into work that is in great demand among other applicants, such as the airplane industry or the advertising business, you must reach farther toward the job than is necessary for jobs in less demand. It happens that thousands of boys have built airplane models, bought airplane magazines, and haunted flying fields. And thousands of boys have conceived the ambition of working in the airplane industry.

It was not enough for this boy to show his preparation for an office job. The companies he interviewed had many applicants with as good preparation. He had to make his interview outstanding. This he was able to do by showing an unusual interest in the industry and an unusual knowledge of the business.

He looked up each company in Dun & Bradstreet; he read all he could find about

it in the public library; he studied trade journals. For the transportation companies he looked up routes and timetables and studied advertising. He managed to talk with employees of some of the firms. After making this special study, he went back to each firm.

On his second call, he was often interviewed by the same person he had met on his first call. But he reported a vast difference in the interviews. He was now able to show a definite interest in the company. Often his interest and knowledge started a discussion of the company's problems. He found such discussions so valuable in setting a good atmosphere for the interview that he sometimes asked a question or two to start the conversation.

It was not long before he had the job he wanted, with one of the big transportation companies. On his first call to this firm, his interviewer had pointed to a large filing case and said, "That is our waiting-list—people ahead of you!"

When the boy came to tell me about his new job, I asked him what had seemed to appeal most to his employer.

"I think he was most interested in a little survey I had made before I went in," he replied. "I had asked ten of my Dad's friends and ten of mine whether they ever used airplanes on their business or pleasure trips, with their reasons for and against. Then I asked their wives the same thing, and also their reactions to their husbands' flying. I made a little tabulation, grouped by approximate age. (I didn't ask that!) When the man who was interviewing me saw that, he took me right in to the boss himself."

There are some valuable lessons in that experience. While it is advisable to have your interview pretty well planned, you must know when to scrap the plan. If your interviewer wants to talk, let him. Don't interrupt, even to get in your sales points. It is often wise even to start him talking

of his problems, by a judicious question.

A genuine interest in the company in question is a valuable asset. It is a hard thing to pretend, but an easy thing to develop by a little study. Before you go in, get hold of their product or their literature, if possible. If you can't, then ask for it when you get there; familiarize yourself with their products and their policies.

Meeting objections is an important art. Listen carefully to the other's point. Then answer, if there is a good answer. If you have no real answer, then grant his point generously.

For instance, when Milton Anderson was told that his bookkeeping studies hadn't gone far enough to enable him to qualify for a job, he said, "You are probably right. But on the other hand, I have such a keen interest in the work that I will probably make rapid progress. I plan to take some evening courses. If there is any way to learn more about my job, I intend to do it. I know that you have to realize a profit on my work, and I intend to see that I more than pay my way."

Suppose you are told that you haven't any experience for the job you want. You may say, "It is true that I haven't any business experience. On the other hand, I haven't things to unlearn. I can learn rapidly—learn to do things *your way*."

If I were to sum up in a few words the results of my experience with thousands of job-producing campaigns, I would say that the most important point is: Offer a service, instead of asking for a job.

If your interview brings out clearly your interest in the firm and the work you want; if it indicates a knowledge of the requirements of a special job and real evidence that you have many of those requirements; if it shows a realization that you must enable your employer to realize a profit on his investment in you—then you are offering a genuine service, not just asking for a job.

#### JUST A REMINDER

ANY of the project pamphlets may be ordered at any time during this school year! Students' solutions may be submitted at any time; there are no deadlines! See pages 402-406.

# The Value of Business Experience

*A Symposium of Replies to the Following B. E. W. Editorial*

## **"Upon What Meat Doth This Our Caesar Feed . . ."**

(A reprint of the November, 1939, Editorial)

**H**ARDLY a commercial-education convention or conference passes without the statement being made that commercial teachers would be much better teachers if they had more business experience. Usually the statement is made by a favored teacher who has had some business experience, probably at the beginning of his professional career. Such teachers think—doubtless correctly—that their business experience has made them better teachers and that without it they would be less successful.

We know many excellent business teachers, however, who have not had an hour's business experience as the term is usually interpreted. It is possible, of course, that these teachers might have been *super*excellent teachers if they *had* had business experience.

We wish, nevertheless, that some business teacher with business experience would take pen and paper and, in very simple language, set forth specifically the beneficial additions that business experience has made to his teaching equipment—habits, attitudes, appreciations, skills, knowledge, etc.

Then the less fortunate ones (if they be less fortunate) can take steps to acquire such of these assets as they find they do not already possess. If, perchance, they find they *do* already possess them, they will cease grieving over a lack that does not exist. . . .

## **—So I Speak With Authority**

CELIA AYARS PRIESTLEY

[EDITOR'S NOTE: Our editorial in the November issue (reprinted above) asking teachers to tell us the specific advantages of business experience to them brought replies from every part of the country.

Because Mrs. Celia Ayars Priestley, of Plainfield, New Jersey, seems to have been particularly successful in applying her business experience to her teaching needs, we are quoting her letter in full. We also present excerpts from other contributions, which we would quote in their entirety, had we the space.]

**I** AM a timid soul. I need somebody to pat me on the back occasionally, and tell me I'm on the right track. Office experience has done plenty of patting for me.

A music teacher needs the confidence that only her own well-received concert can inspire; a home economics teacher needs to have planned and prepared delicious meals; in this same way, I, as a business teacher, must know within my heart that I *know* what I'm talking about.

Teaching seems to me to necessitate two things: that I know the thing I am to teach;

and that I be familiar with the technique of teaching.

My own business experience has not been concentrated in any particular spot in my career. My longest term of employment in an office was before I entered the classroom; but at the conclusion of every school year, I entered an office again, to catch up with the myriad of things that might have passed me by between September and June. I believe this continuing experience is more important, for three reasons:

1. Business changes. The commercial publishing houses render a splendid service in keeping me informed of up-to-the-minute procedures; but I, like my students, learn by doing. It is vital that I have practice in the latest procedures in business if I am to teach them. Shuttling between classroom and office, I have felt, time and time again, the close interrelation between the new things that the office has put into practice and the up-to-date tricks I have read about and can carry into business. The

classroom represents the academic, the theoretical, side; the office, the practical situation. I carry the best of one to the other. It's part of my duty to both.

2. It gives my students an illustration of actual job getting. I make my office experience no secret. I am proud of it. It has brought me welcome dollars during the lean months, but it has brought far more lasting riches to my teaching career. The fun begins each spring. There is certain correspondence incident to getting my job. I dictate the necessary letters to my pupils. I let them know that I expect to work; that work is available for those who are good enough; that I can write effective letters. All this is much better than merely telling them how. When I come back in the fall, glowing with the results of my spring's efforts, they have an entirely new feeling about business. My prestige has grown with them, and that's by no means detrimental to the following year's work.

3. Alternating teaching and office work keeps my emphasis where it should be. Back in my own high school days I learned to spot the "schoolma'am" two blocks away. Then and there I tucked several good resolutions up my sleeve. I've read and heard of numerous ways of avoiding this schoolma'am brand, but I still believe the most effective one for me is to divide my toil between business and teaching. With the seasons of the years thus separated, I have been able to bring fresh enthusiasm to each task each year. Each can honestly be said to better my life.

I haven't worked in enough offices to get a real cross section of the country's needs, but a variety of experience lends force to my advice. When I say, "In the Blank Weatherstrip Company's office, every stenographer must know how to do filing," my pupils, knowing that I have worked for the Blank Weatherstrip Company, set themselves to learn filing with a will.

In every class there is the obtuse student who, having learned the open form of punctuation, sees no reason for studying the close; who, having learned the blocked letter, doesn't wish to spend time on the indented. I can meet his argument with

something like this: "In one office where I worked, I was required to use the indented letter with close punctuation; in another office, the indented letter with open punctuation; and just last summer, my employer wanted open punctuation with the blocked letter. So don't you think it would be wise to learn all the different ways, just in case—?"

I've practiced enough so that I can mimic the accents and speech peculiarities of many of my friends and acquaintances, but that isn't exactly what I need for dictating. I feel certain that, if I had had no dictation practice except that given by school people, I would be unprepared to conduct adequate dictation classes for my students. Dictation isn't just a matter of imitating styles; it goes deeper. The feel of an office is required—the pressure, the necessity for making the thing "click"; and nowhere can it be acquired save in an office.

In the office I learned to "take it." Schoolmen might let me get away with this and that; and furthermore, if I am reproved for something, I have time to recover before facing my next class. In the office, I grin as I take suggestions and at the same time get the work done the way it's wanted. Consequently, I'm inclined to talk to my students "straight from the shoulder."

Perhaps I'm the only person in the country who can claim the distinction of not having known, until she'd worked in an office, that letters by the lot aren't sealed by the lick. Somehow that little item was left out of my commercial education. That may not be typical of the experience of others; perhaps it is not even important.

It was important that I sit at the boss's elbow taking his stumbling, rambling dictation while my Saturday "half-holiday" train left me stranded. Otherwise, I might easily have neglected to teach my students not to fidget when they're taking dictation, despite missed trains, closing hours, and everything else.

I was taught in school to make carbon copies of letters by admonition only. Practice paper was expensive and carbon paper was a nuisance in the hands of students. Now, I worked hard to get my first office

job, and I was pleased with myself when I got it. I was also excited. I was so excited that a whole week went past in the blithest sort of way before carbons were mentioned. Then it was not I who thought of them—the file clerk asked me where I was hiding them! That one experience alone was worth all the hours I have worked in offices, for it made me patient with students and forced me to recognize their need for *practice by doing*.

Human understanding and comradeship is perhaps the greatest of my needs as a teacher. My adult self pleads for adult associations—professional and extra-professional. My social life cares for part of this need, but my summer business life fills its own particular corner most satisfactorily.

Furthermore, my teacher self asks that my young charges find as much common ground with me as is humanly possible. The boy who peddles papers after school, the girl who clerks in her Dad's store in the evenings, know as an understanding friend the teacher who "goes to business" when her year's school work is finished.

In alternating between the classroom and the office, I feel a closeness to each that could come in no other way. If I can give satisfaction in each, I am knitting a relationship that is sorely needed in the world today. Business is constantly becoming more exacting, and the school is striving to keep pace with demands. The more contacts individual members of our profession have with business, the easier it is going to be to achieve the desired standards. I like to think of myself as a herald of the cause.

My services in an office should open a market for my students' services. I should give such outstanding value that my employers will welcome a chance to hire a student whom I have trained. This is but a small part of the program of establishing cordial relations between business and the school.

Finally, I believe that a commercial teacher who sticks always to her classroom is like a saw that may be true and sharp at first, but that gradually wears down to a whining, ineffectual tool.

[We prophesy that Mrs. Priestley will never have to search far for a job. Her record shows that she has had enough interest in business and business education to identify herself with business enterprise and that she has added mastery in practice to mastery of theory.]

## SYDNEY GOLDSTEIN

[Mr. Goldstein's letter came through the British wartime censorship and across the Atlantic from London in sixteen days. His answer to the question, "Should business teachers have business experience?" is especially interesting because it differs from all the others received.]

IT seems to me that a teacher and a businessman are two different persons with two different objects. One has to make money, the other has to make (or develop) young minds.

If we assume that successful business experience is necessary in order to become a business teacher, then our teachers would be elderly men and women who had spent the best part of their lives working in *one* class of business. They probably wouldn't want to be teachers then, as they would be earning more than teachers do! Also, they have been dealing with adults in their work.

The teacher is trained to handle children and be patient with their questions, and this is more valuable than business experience, especially for the first years of school life.

A textbook usually contains information about more of business than it is possible for one person to gain by actual experience over a whole lifetime, so why worry about getting experience?

In the last year of school, however, it might be advantageous to "play" at business by using classrooms as offices, courts, banks, shops, etc., and regarding the teacher as a manager, not forgetting that the "workers" are still boys and girls who need teaching.

The teacher obtains all his information from the firms who supply the office machines, filing, duplicating, telephone, and other apparatus. These firms will even show the teacher how to work their apparatus, so why worry about experience?

## THEODORE FRUEHLING

[We have space to quote only a few of the most significant statements from an excellent paper



written by Mr. Fruehling, who is chairman of the department of business education of the Hammond (Indiana) Public Schools.]

1. A teacher who is able to obtain and hold a business position gains a higher respect from his students, their parents, and for his own teaching. The teaching becomes more effective.

2. The teacher who has had actual experience knows the true conditions under which the prospective graduates have to work.

3. The teacher who has working experience opens the way for his students to enter business more easily.

4. The experience in business gives the teacher a wealth of practical situations that he may present to illustrate points in his teaching.

5. The teacher in business has a fine opportunity to sell business education to the businessman.

6. Business experience tempers the attitudes of teachers towards this institution called business, and therefore the student is given a truer picture of business than he

might have if the teacher had not had such business experience. . . . Knowing what the actual conditions are, the teacher can note any poor practices in business and emphasize the correction of these practices in his teaching.

7. Finally, the teacher in business gets a tremendous satisfaction in knowing that his theory is built upon sound practice and that he can make necessary changes in his theory as soon as he detects them in practice.

[In explaining his sixth argument, Mr. Fruehling brings out the fact that teachers who have had business experience are less likely to indulge in the false generalizations about businessmen that have become so popular in recent years. The experienced teacher knows that there are honest and dishonest men and women in business, just as there are honest and dishonest teachers in our schools.]

*(The February B.E.W. will include replies from Charles Apel, Dorothy Little, Marie Mahaffy, Ida Catherine Gillis, Adeline Woodruff, Grace Nickson, Allan Laflin, Ruth Alexander, Mary Grant, C. D. Zickfoose, J. L. Briggs, Alice Sternberg, and Sister M. Gregoria.)*

## Kinman Business University Holds Clinic



THE Kinman Business University, of Spokane, Washington, held a commercial teachers' clinic on Saturday, November 18. There were 115 educators in attendance, coming from more than 90 cities throughout the Northwest.

J. I. Kinman, president of the University, presided as general chairman. Among the

speakers were Mrs. Brenda Wilson, of Montana State University, and Miss Ellen Reierson, of the State University of Idaho—both well-known business educators and specialists in the teaching of secretarial subjects.

Members of the University faculty and student body also participated in the clinic through demonstrations and displays.



## Offerings and Registrations In Commercial Subjects

CARL A. JESSEN

THE Office of Education has been making and publishing studies of registrations in high school subjects for nearly half a century. The first study of this kind was made in 1890; from that time until 1906, studies were made annually. The next two studies were made in 1910 and 1915. Up to 1915 the findings were given in the annual reports of the commissioner of education.

With the advent of the Biennial Surveys of Education, the time schedule was somewhat changed; but studies were reported in the Biennial Surveys for 1922 and 1928. The latest data for offerings and registrations were gathered in 1934 and were reported in the *Bulletin of the Office of Education*, 1938, No. 6. In this bulletin were included data for approximately three-fourths of the high schools and for about four-fifths of the total number of pupils attending high school in that year.

### *Increase in Number of Subjects*

The 1890 tabulations included nine subjects; namely, Latin, Greek, French, German, algebra, geometry, physics, chemistry, and history. Expansion in the offerings of American high schools as well as extension of the coverage of the studies have resulted in the listing of many more subjects. The tabulations for 1934 included 206 subjects.

In earlier years only the number of registrations was reported. Now two measures of curriculum emphasis are available; namely, the number of schools in which the various subjects are offered and the number of pupils registered for each subject. The most easily comparable statistics deal with

percentages—first, the percentage of the total number of schools that offer a given subject and second, the percentage of the total number of pupils registered for that subject.

The first listing of a commercial subject occurred in 1915, when 3.42 per cent of the total enrollment was registered in book-keeping classes. Generally speaking, however, no important listing of commercial subjects occurred until 1922, when data were reported for nine subjects that may be classified unmistakably as belonging to commercial work, and, in addition, penmanship and commercial or industrial history, which some persons may consider as belonging to the commercial field.

The studies of 1928 and 1934 reported segregated data for a number of additional commercial subjects that, in order to make this discussion manageable, have been consolidated into fourteen different listings in the table on the following page.

### *Trends*

With few exceptions, the percentages of schools offering each of the commercial subjects have been consistently higher with each

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◆ *About Carl Jessen:* Senior specialist in secondary education, U. S. Office of Education, Federal Security Agency. A.B., Luther College, Decorah, Iowa; A.M., Northwestern University. Has held office in the National Committee on Co-ordination in Secondary Education and the Co-operative Study of Secondary School Standards. Author of bulletins, U. S. Office of Education; of chapters in the *Biennial Survey of Education*; of articles in educational magazines. Former co-ordinator, National Survey of Secondary Education. Hobbies: golf (but not golf scores) and other sports.

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# OFFERINGS AND REGISTRATIONS IN COMMERCIAL SUBJECTS

SUBJECT	1922			1928			1934		
	SCHOOLS OFFERING		PUPILS REGISTERED	SCHOOLS OFFERING		PUPILS REGISTERED	SCHOOLS OFFERING		PUPILS REGISTERED
	Number	Per Cent		Number	Per Cent		Number	Per Cent	
Total reporting .....	13,700	.....	2,155,460	14,725	.....	2,896,630	17,632	.....	4,496,514
Typewriting .....	4,118	30.1	281,524	5,724	38.9	439,379	8,637	49.0	749,315
Bookkeeping .....	5,081	37.1	270,517	5,806	39.4	309,138	7,552	42.8	442,938
Stenography and secretarial work .....	3,464	25.3	191,901	4,283	29.1	251,848	6,052	34.3	404,237
Commercial arithmetic .....	891	6.5	31,688	4,859	33.0	201,289	4,459	25.3	220,688
Commercial geography .....	1,016	7.4	36,616	3,820	25.9	140,246	3,795	21.5	178,408
Commercial law .....	710	5.2	19,611	2,985	20.3	76,434	4,164	23.6	144,342
Office practice .....	116	.8	7,721	1,119	7.6	40,848	1,781	10.1	72,072
Salesmanship and advertising .....	130	.9	5,646	283	2.0	11,419	526	3.0	32,031
Business organization and business management .....	14	.1	606	28	.2	1,212	282	1.6	16,498
Elementary business training .....	.....	.....	.....	1,290	8.8	86,629	4,654	26.4	275,338
Business English .....	.....	.....	.....	299	2.0	14,279	829	4.7	38,242
Machine operating .....	.....	.....	.....	56	.4	3,299	77	.4	8,032
Commercial art .....	.....	.....	.....	88	.6	5,626	89	.5	5,982
Accounting and banking .....	.....	.....	.....	47	.3	1,466	97	.5	4,091

\* Less than .1 of 1 per cent.

period since 1922. The percentages of pupils registered for the various subjects also have generally tended upward, although in some cases they have remained stationary or have declined. Owing to the increases in the number of high schools and in the number of pupils, the gross figures for both offerings and registrations in all subjects have always shown growth from period to period.

Among the more important commercial subjects, bookkeeping registrations show a tendency to drop. The most notable increase has been in elementary business training, which is one of the most rapidly growing subjects in the entire high school curriculum. Typewriting and commercial law display sustained and significant increases, while stenography appears to be on a plateau. Commercial arithmetic and commercial geography experienced a pronounced bulge in registrations in the 1928 tabulations, but lost some of their gains between 1928 and 1934.

The seven subjects just mentioned account for fourteen of every fifteen registrations in commercial work.

The remaining subjects listed in the table are significant more because of their variety and prospects than because of the number of pupils they reach at the present time. Office practice as a separate course is most prominent among them. Business English taught apart from regular English has a modest following, and courses in salesmanship or advertising—subjects that have had much publicity among educators—reached only 32,000 pupils in 526 schools reporting that these subjects were offered in 1934. Machine operating, which includes courses called by such names as multigraphing, duplicating, machine calculation, and the like, was taught as a separate course in only 77 of the more than 17,000 high schools responding to the inquiry.

Among the commercial subjects, typewriting occupies a commanding position; it is offered in nearly half the schools, and one of every six pupils is registered for it. Bookkeeping is in second place; and stenography, including secretarial study, is third.

The ratio in registrations for typewriting and stenography is almost two to one. In

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part, this difference may be accounted for by the fact that in some schools the typewriting course continues over a longer period of time than does stenography, but the larger number pursuing typewriting also has an implication of vocational significance; apparently, many students register for it with no intention of using it as a means of livelihood.

Commercial arithmetic, commercial geography, and commercial law are much lower in their registrations than the "big three" and need to be viewed with the realization that in the aggregate they represent more half-year courses than full-year studies.

### *Variation Among States*

A fact not shown in the table is that states vary greatly in the extent of their provisions for commercial training in the schools. One would expect this to be true of newer subjects, but it is observable to almost as great an extent in the subjects of longer standing such as typewriting and bookkeeping.

The South has been slower than other sections of the country to introduce commercial work into the public high schools.

The five states that rank highest in their provisions for typewriting courses are Arizona, California, Connecticut, Kansas, and Oregon; of the schools in these states, 84 per cent offer courses in the subject.

By contrast, the five states having the lowest percentage of schools offering typewriting are in the South; only 15 per cent of the schools in these states offer typewriting.

Similarly, bookkeeping is offered in 66 per cent of the schools in the states that rank high in the number of typewriting courses offered, but in only 12 per cent of the

schools in the five southern states that rank low in their offerings of typewriting courses.

It may be that the agricultural character of the South has retarded the introduction of commercial work, but four of the five states named on the preceding page are largely agricultural in character, also.

### ***Comparative Position of Commercial Education***

Among the major fields of study in American high schools, commercial education is in fourth place. The registrations are considerably below those in English and social science and slightly below those in science, but somewhat in advance of mathematics and physical education. The fine arts, foreign languages, and the vocational subjects as a group (if one excludes commercial work from this last-named classification) follow in the order named.

In 1934 the total number of registrations in all commercial subjects was about 57 per cent of the total number of enrollments in public high schools. Allowing for duplicate registrations (of pupils who took more than one commercial study in that year), it seems fair to conclude that probably almost half the pupils were registered for one or more commercial subjects in 1934.

It needs to be borne in mind, however, that the data here reported are for one specific year. Many pupils who were counted in the enrollment for that year but who did not register for commercial work would, in all probability, take some commercial studies before completing their high school work.

The facts point to the conclusion that, of all high school pupils, probably more than 50 per cent register for commercial subjects at some time during their enrollment.

### ***Trends in Enrollments In Business Education***

HARL R. DOUGLASS

Since 1910 the secondary-school curriculum has been undergoing a slow but steady transformation away from the mathe-

matics, foreign-language, classical-literature, nonvocational, nonsocial, supposedly college-preparatory curriculum to one more suited to a large number of high school students and more definitely preparing for vocational, domestic, and citizenship areas of life. In spite of the retarding influences of college-entrance requirements, determined by men unaccustomed to clear thinking about broad educational problems and philosophy, and despite the influence of the conservatism of parents and teachers, the movement has taken on unnecessary tempo in recent years.

Enrollments in social studies, science, English, and vocational subjects have increased in proportion to the number of high school pupils. Latin, German, and Spanish seem to be on the way out; mathematics is elected by a constantly decreasing minority. Business-education subjects continue to gain, but some more than others. Relatively, bookkeeping has lost ground.

Typewriting leads all business subjects in enrollments, probably because of the increase in the number of young people electing typewriting for personal use rather than for specialized vocational purposes.

Although enrollments in stenography and secretarial work have doubled since 1928, the percentage of high school students enrolled in such classes has remained just about the same. The same may be said of enrollments in commercial geography, office practice, and commercial law.

After a large increase between 1922 and 1928, enrollments in commercial arithmetic have not kept pace with those in other business subjects. This fact is probably attributable to the increased quality of teaching of arithmetic in the upper elementary-school grades, the tendency to include more commercial arithmetic in those grades, and the tendency for high schools to offer for non-college-preparatory pupils courses in mathematics in which arithmetic is emphasized.

A trend that is making headway perhaps much more slowly than the future vocational needs of high school pupils would seem to require is in salesmanship and advertising.

The most marked increase in recent years has been in general or junior business training, which is still spreading rapidly. Indi-



cations are that, within a very few years, more pupils will be enrolled in such courses than in any other business subject except typewriting.

A very significant trend in offerings and registrations in business-education subjects is the tendency to shift the vocational subjects almost entirely to the last two years of high school. This shift has a tendency to slow down increases in registrations in business-education subjects and to reduce the excess of job seekers over the number of available positions.

Business education is more than holding its own as compared with other subjects. In 1928, with respect to number of registrations, it ranked fifth among the major fields of study. In 1934, the ratio of registrations to number of pupils enrolled in high school increased from .54 to .57, passing ahead of mathematics to fourth place and closely pressing enrollments in science for third place.

In the schools accredited by the North Central Association of Colleges and Secondary Schools, similar growth in enrollments in business education took place between 1925 and 1930 and between 1930 and 1935.

RATIO OF NUMBER OF ENROLLMENTS IN VARIOUS SUBJECTS TO TOTAL NUMBER OF HIGH SCHOOL PUPILS

	1925	1930	1935
English .....	86	98	97
History and social studies ..	62	69	75
Business education .....	46	56	67
Science .....	44	49	52
Mathematics .....	55	55	48
Foreign languages .....	44	43	35
Industrial and shop arts ....	14	17	24
Household arts .....	15	14	15

From fourth place, with 46 per cent, and closely pressed by science and foreign languages, with 44 per cent each in 1925, enrollments in business education have risen to third place, with 67 per cent, well beyond science, with 52 per cent, and mathematics, 67 per cent.

It seems more than possible that, if enrollments in economics and other social studies were classified under business education, business education would rank second only to English.

## Teacher-Training Institutions Use the B.E.W.

THE B.E.W. is on the required reading list of many commercial teacher-training departments. Among those whose teachers in training have subscribed to the B.E.W.—100 per cent in some schools—are:

Bloomsburg State Teachers College, Bloomsburg, Pennsylvania.

University of Nebraska, Lincoln, Nebraska.

Ball State Teachers College, Muncie, Indiana.

State Teachers College, St. Cloud, Minnesota.

Syracuse University, Syracuse, New York.

Kansas State Teachers College, Pittsburg, Kansas.

Bucknell University, Lewisburg, Pennsylvania.

Oklahoma A. & M. College, Stillwater, Oklahoma.

Ohio State University, Columbus, Ohio.

Illinois State Normal University, Normal, Illinois.

Boston University, Boston, Massachusetts.

Columbia University, New York, New York.

New York University, New York, New York.

Iowa State Teachers College, Cedar Falls, Iowa.

Shippensburg State Teachers College, Shippensburg, Pennsylvania.

University of Puerto Rico, Rio Piedras, Puerto Rico.

DR. LLOYD G. MITTEN, of Manchester College, North Manchester, Indiana, has been advanced to associate professor of commerce. He has been assistant professor for the past eight years. Before joining the Manchester faculty he taught in the Bloomington (Indiana) High School.



Dr. Mitten's B.S. and M.S. degrees are from Indiana University; his Ph.D. was granted in 1939 by the University of Iowa. He was president of Epsilon chapter of Pi Omega Pi, University of Iowa, in 1938-1939.

Dr. Mitten is co-author of two volumes of statistical tables and has written several magazine articles. His chief professional interests are research in commercial subjects and the teaching of accounting.



# Training Routine for Typists

## No. 2—Sustained Skill Development

HAROLD H. SMITH

*Editor, Typing Publications,  
The Gregg Publishing Company*

✓ **W**HAT is sustained typing skill? An oversimplified answer to this question is that sustained typing skill is skill that is capable of being maintained in a steady fashion without much, if any, variation.

Note that the first requirement of any human being called upon to perform "steadily" is that he shall work at a gait somewhat below his fastest gait. A quarter-miler runs at a slower pace than a hundred-yard-dash man, a marathon runner slower than a miler, and so on. Otherwise, they would "burn themselves out." It is so with typists.

### *Learning Efforts Are Brief*

✓ Unlike the runner who already knows how to run, after some fashion, when the coach first begins to work with him, the typist must be taught how to stand up (operating posture); how to walk (fumbling typing motions); and, last of all, how to run (skillful responses). Babies learn these activities through a series of very brief, intensive efforts. Whoever heard of expecting a baby at this stage to take forty steps between two definite points, or thirty steps, or even ten? Yet naïve teachers do not hesitate to ask beginning typists to type a line of thirty to sixty spaces as a definite unit of effort, to do it without hesitating, and to keep at it until they can produce it without a typographical error! They give no thought to the important causes behind these effects—the real typing errors.

The fact is that the baby must first learn how to stand up without falling down; that

he must learn to take his first uncertain step; that he usually manages to take two or three steps as he takes his first; and that, as he learns how to balance himself, he extends his effort through five, ten, twenty, thirty, and more steps, each increase in the number of steps being a true measure of his sustaining power in the skill of walking or running, as the case may be.

That is precisely what the beginning typist does. The only difference is that, where the unwise teacher mistakenly sets the goal as a complete line, the beginner tries to "bite off more than he can chew." He gropes for most of the keys and fumbles the rest. Working under mounting tension, he finds himself struggling with progressively slower and more inaccurate mental and physical responses. He stumbles instead of running. He does not even learn the sure motion of good walking technique—all this because his instructor does not understand the true nature of typing skill and how it is acquired!

If the suggestions made in a previous article are heeded, the student will learn in the first eight to ten lessons how to make his fingers stride swiftly over the keyboard in stroke-by-stroke fashion where that is necessary and, often, how to take a series of smoothly executed, grouped strides where the natural facility of the combinations permits. He will know how to relax and how to exert his full force under the proper tension. He will not experience the paralyzing fear of attempting the impossible. Most of his practice will be directed toward acquiring really skillful motions on the most frequent combinations. His technique

will be much more *correct* than it would have been had he wasted his time and effort trying to type full lines or exercises containing several lines of typewriting.

### ***Beginnings of Sustained Skill***

Such a student will be able to sustain expert performance on one or two words at a time, particularly on short words, such as *of the, in the, at this*, etc. He will be able to sustain a metronomic stroking rate of one-third to one-half his "flash" speed for some ten to forty strokes in sequence. He will have learned how to control his pace. From this point he will gradually lengthen his periods of sustained effort. He will strive to increase his fingering skill through continuing intensive efforts, particularly additional skill in executing the many other and different hurdles which the skillful operation of the typewriter entails.

### ***Importance of Superior Practice Matter***

The wise athletic coach takes no chances on the theory that "practice makes perfect." First of all, he selects the athlete's equipment wisely and controls its use. He knows that a properly constructed, carefully rolled flat track is better for basic training in all running events than a cross-country course, up and down hill, with fences, hedges, rock piles, puddles, gullies, and stone-studded roads full of chuck holes.

The progressive teacher of typing has long since discovered that simple, smooth-running paragraph material, largely composed of the thousand commonest words, such as that provided for many years by Mr. J. N. Kimball when he was official judge of the International Typewriting Contests, is far superior to the ordinary paragraph material one finds in books—even in many typing texts.

### ***Why Kimball Matter Is Superior***

Most ordinary paragraph material runs to the essay type, with complex sentence structure, and it is usually peppered with a variety of relatively infrequent words, many of them long. Short words are easier to master than long words. Various studies

indicate that about two-thirds of the words in ordinary paragraph material are to be found among the first thousand most frequently used words. Kimball matter averages 80 per cent to 90 per cent of the thousand-word content.

Since most of the short words in the language are included in the higher frequencies of the thousand commonest words, it naturally follows that matter containing upward of 20 per cent more practice on such words is superior practice matter. *Eighty-two* of the thousand most frequent words contain all the 210 most frequent combinations of from two to five letters each. Strangely enough, these frequent short words provide many illustrations of difficult combinations that may be typed only on a stroke-by-stroke basis.

Thus a student practicing material rich in high-frequency words has a better opportunity to learn how to type skillfully those frequently recurring words that require stroke-by-stroke execution than he would have were he typing ordinary practice material, with its constantly changing obstacles to skillful fingering.

For example, his chances of improving each of the typing motions and such limited blending of these motions as is possible in writing the word *after* are greatly enhanced if that word occurs frequently rather than only occasionally. It so happens that *after* is one of the 82 words referred to above and contains high-frequency two-, three-, four-, and five-letter combinations.

After practicing such a word, the student's typing technique is both more correct and more skillful than it could possibly have been after practicing an equal number of different words that might contain these same combinations and others. The student can use this greater skill in typing such other words as he may later meet, just as the runner who has perfected his stride and his hurdling capacity under favorable conditions can utilize them in cross-country work over various similar, but not identical, obstacles.

Furthermore, these same thousand commonest words provide examples of most of the different letter combinations whose

natural facility permits the development of that higher kind of typing technique which dominates real typing skill—the ability to execute two or more strokes as a single serial response. Here again, if the typist meets these favorable combinations frequently in practice material that is rich in the thousand-commonest-words vocabulary, he more quickly and surely masters these combination skills than he would were he to meet the same combinations hidden away in other words of lower frequency, many of them containing difficult combinations that slow down his execution. *A typist can no more acquire fast motions by practicing slow ones than an athlete can learn to run by walking.*

There is another large group of words, perhaps the largest of all, where some parts of the word are executed as combinations and other parts as a series of separate strokes. The words *interest, building, thought, before, statement, attention, information*, all taken from the special list of eighty-two words referred to on the preceding page, are splendid examples.

It is clear that practice concentrated on these and other similar words among the thousand commonest will enable the typist to blend his skill in isolated stroking and in sequence stroking into the smooth fluency that is required for practical, skillful performance. The perfection of this co-ordination of the two basic types of skill rests similarly upon the relative and actual *frequency of opportunity* afforded to the typist for practicing each of these three skills intensively and effectively.

Thus far, only Kimball matter has met this searching test, and it is interesting to know that, without making any such analysis of various kinds of practice material, the most skillful typists ever trained years ago decided after much trial-and-error experimentation with every type of practice matter that Kimball matter was the best. For years they have used it exclusively in at least 75 per cent of all their practice efforts—in almost 100 per cent of all their short practice efforts, which, as will be pointed out later, are the focal points where real gains in typing skill originate.

Doubtless some of our readers will recall the timeworn objection to practicing the more common words; namely, that "since they may be expected to recur very frequently anyway, the typist should practice the less frequently recurring words." This sophistry has found many assentors among those who think that "practice makes perfect" and among those who do not stop to think that there is a vast difference, in terms of learning outcomes, between the mere typing of a word and typing it with the learner's *best skill*. There are hundreds of thousands of typists in offices who have undoubtedly typed the thousand commonest words millions of times and yet always type them unskillfully, because they have never made the intensive effort necessary to learning more skillful execution.

*(Next month's issue will continue the discussion of sustained skill development.)*

## New England Business Colleges Meet

THE New England Business College Association met at the Hotel Kenmore, Boston, on December 1 and 2. The president, C. Z. Swisher, of the Pequot Business College, Meriden, Connecticut, presided.

Students of the Fisher School, Boston, entertained the association at a banquet on Friday evening, at which Judge Egleston, of the Rutland (Vermont) Business College, spoke. Sanford L. Fisher, of the Fisher School, was toastmaster.

The meeting was resumed on Saturday morning in the beautiful new building of the Fisher School. The highlight of the meeting was the adoption of standard names and minimum content for the courses taught.

The following officers were elected:

*President:* John L. Thomas, Thomas Business College, Waterville, Maine.

*Vice-President:* Sanford L. Fisher, Fisher School, Boston, Massachusetts.

*Secretary-Treasurer:* Elliot F. Wood, Newport Secretarial School, Newport, Rhode Island.

*Executive Committee:* L. J. Egleston, Rutland, Vermont; Donald J. Post, Waterbury, Connecticut; C. Z. Swisher, Meriden, Connecticut.

# Significant Events in Education

Excerpts from Edpress News Letter, issued by  
the Educational Press Association of America

## Activities

*American Youth Commission makes the front page.* When, on November 20, the front pages of such newspapers as the *New York Times* blazed with headlines about the proposals of the American Youth Commission for aiding young people, a significant step forward in the technique of educational projects was shown to have been taken.

From the news point of view, interest lay in the fact that such men as Owen D. Young, railroad president Ralph Budd, and Matthew Woll, ultra-conservative vice-president of the American Federation of Labor, had sponsored a recommendation so apparently New-Dealish that President Roosevelt himself might have been expected to take a deep breath before making it. Simply stated, it was that the Federal Government should hire all the unemployed young people of the nation (seventeen to twenty-five years old), putting them to work in part at production-for-use enterprises.

On November 27 another blast from the Commission made the front pages of the nation. Canily, the major recommendations had been divided into three separate reports, to bring full emphasis on each of the three subjects discussed—employment, health, and education. Basically much tamer than the first report, the second still was feature news, dealing with what political commentators predict will be a major political issue in 1940—addition of health insurance and medical care measures and appropriations to present social security enactments. Once more the Commission, with its respected membership, flatly advocated Federal aid on “a scale never before attempted in this country” in this field.

Treating the subject of education, the Commission recommends (1) amalgamation of the 120,000 local school districts in the nation into “a few thousand at most”; (2) improvement in amounts and methods of state aid to local school districts “to decrease educational inequalities”; and (3) Federal aid to the states for education.

## Legislation

*Taxation.* Public Law 32, extending the Federal income tax to public officials, including state and local school officials.

*Increase.* A total of \$12,854,113 was deposited by 2,543,472 children in school savings accounts during the year ended June 30, according to the American Bankers Association. Of this total, \$3,246,840 remained on deposit at the close of the school year, . . . a slight increase over . . . the previous year.

## Meetings

National Vocational Guidance Association: St. Louis, Missouri, February 21-24.

American Association of School Administrators: St. Louis, Missouri, February 24-29.

American Association of Junior Colleges: Columbia, Missouri, February 29-March 2.

## Publications

*Secondary-school standards.* With the completion of its research and experimentation, which occupied six years and cost \$200,000, the Co-operative Study of Secondary School Standards has already caused lasting changes in high school procedures throughout the country. Its program of procedures, termed evaluative criteria, has been adopted by all four of the accrediting associations and is in use in schools everywhere.

A complete list of publications and materials, ready for use by secondary schools, has just been offered by mail to 40,000 educational institutions. Information may be obtained from the executive office at 744 Jackson Place, Washington, D. C.

*Kilpatrick and Bagley join ranks of editors.* It has been announced that Dr. W. H. Kilpatrick has assumed the editorship of *Frontiers of Democracy*, the name for the publication formerly known as the *Social Frontier*, which is to be published under the sponsorship of the Progressive Education Association.

It was also announced recently that Dr. W. C. Bagley has become editor of *School and Society*, now to be published under the direction of the Society for the Advancement of Education, an organization that will also “foster other related enterprises designed to advance the interests of education.”

*New edition, new directory.* The American Council on Education will publish in the spring a new edition of its publication, *American Universities and Colleges*, and as a companion volume a new directory called *American Junior Colleges*, which is now being compiled by the American Association of Junior Colleges. Both directories will give detailed information concerning educational institutions.

*Government publications.* A seventeen-page pamphlet listing all publications of the U. S. Office of Education for 1930-1939 is just off the press. Free copies may be obtained from the Office of Education, Federal Security Agency, Washington, D. C.



# B.E.W.'s THIRD ANNUAL

## For All Commercial Classes

### CONTEST RULES

1. A school may compete in one or more divisions of the contest.

2. School prizes will be awarded partly on the basis of the percentage of the class enrollment that submits contest papers. Papers are to be submitted in "clubs," a club to consist of all the papers from one school in one subject. Without exception, a club must consist of at least ten solutions. Solutions may not be submitted singly.

3. The official contest problems will be published in the February, 1940, issue of the *BUSINESS EDUCATION WORLD* and will also be reprinted in pamphlet form. One pamphlet will be sent *free* to each teacher who requests it. Pamphlets will be available for students at 1 cent a copy.

4. The contest closes April 13, 1940.

5. The contest judges will be Clyde I. Blanchard, Dorothy Johnson, Milton Briggs, Philip S. Pepe, Jeanne Liss, Claudia Garvey, and Margaret Donnelly.

### PREVIOUS CUP WINNERS

**BUSINESS LETTER WRITING, COLLEGE**  
1938: Women's College, University of North Carolina, Greensboro, *G. H. Parker*. 1939: Central Y.M.C.A. College, Chicago. *Albert M. Berry*.

**BUSINESS LETTER WRITING, HIGH SCHOOL**  
1938: Joliet (Illinois) Township High School. *Fidelia A. Van Antwerp*. 1939: Albuquerque (New Mexico) High School. *Lillian M. Kieke*.

#### BOOKKEEPING

1938: Immaculate Conception Commercial School, New York City. *Sister Mariangela*. 1939: Edgewood High School, Madison, Wisconsin. *Sister M. Alexius, O. P.*

#### BUSINESS FUNDAMENTALS

1938: St. Paul's School, Reading, Pennsylvania. *Sister Frances*. 1939: Sacred Heart School, Wauwatosa, Wisconsin. *Sister Mary of St. Andrew*.

#### BUSINESS PERSONALITY

1939: Chatham (New York) High School. *Mrs. Elizabeth West*.

#### OFFICE PRACTICE

1939: St. Mary's School, Lawrence, Massachusetts. *Sister Anne Therese*.



### 6 SILVER TROPHY CUPS

Six Silver Trophy Cups

Six \$5 Cash Prizes

Eighteen \$3 Cash Prizes

Seventy-two \$2 Cash Prizes

Six \$10 Cash Prizes

Six \$5 Cash Prizes

### ENTER YOUR PUPILS

#### Business Personality Division

All students are eligible to enter. Students who expect to go into business should enter.

#### Bookkeeping Division

Both beginning and advanced bookkeeping students may enter.

#### Office Practice Division

For both secretarial and nonsecretarial students. No previous business study is required. Full instructions are given.

# L PROJECT CONTEST

*No Entrance Fee Required*



**UD 108 CASH AWARDS**

**oups for Schools  
s for Students  
ards for Students  
Cards for Students  
A for Teachers  
A for Teachers**

**S LEAST ONE DIVISION**

## ***Business Letter Writing Division High Schools***

small classes in any subject in public or  
chial secondary schools may enter.

### ***Colleges***

all classes in business schools, colleges,  
universities are eligible to enter.

## ***Business Fundamentals Division***

all classes are eligible; this contest is  
specially attractive to students of junior  
ness training and arithmetic.

**F**OR the third successive year, the **BUSINESS EDUCATION WORLD** announces a big international contest for students of business. The B.E.W. Project Service is continuous; there is a constant inflow of student papers and a constant stream of handsome certificates or pins to participating students. But the B.E.W. contest is extra, and it comes but once a year!

Prizes will be awarded in each of the six divisions.

Note that, although there are two separate contests in business letter writing, the same problem will be used for both. The judging, however, will be according to different standards.

This contest provides a strong incentive for entire classes to participate. Each pupil in the group can easily be made to feel that he owes it to the group to do his very best, because, even though he himself may not win an individual prize (of which there will be many), he can contribute to the total score that may enable his school to win one of the six silver trophy cups.

The contest is open to all students of public or private secondary schools or colleges. There is no charge of any kind for participation.

If you plan to enter your students in one or more of the contest divisions, or if you would like to learn more about the certification plan so that your students can "get into the swing of things" at once with the regular B.E.W. projects, fill in and mail today the form on page 432.

### ***Prizes for Schools, Students, Teachers***

**(In each of the six divisions)**

A silver trophy cup to the school winning first place.

\$10 cash to the teacher (or teachers) of the group placing first.

\$5 cash to the teacher (or teachers) of the group placing second.

\$5 to the individual winning student.

\$3 to each of the next three student winners.

\$2 to each of the next twelve student winners.

The twenty-five highest ranking schools in each division will receive Honorable Mention and will share in the publicity that is the reward of all the winners.

A school with only a dozen pupils in a competing class has just as good a chance of winning as a larger institution.

There is no charge at all for entry in the contest. Students may, however, if they wish, use one paper for two purposes—as a contest entry and to earn one of the B.E.W. Project Service's regular Certificates of Achievement. Students may do this by submitting the usual fee of 10 cents with the contest entry. To enter the contest alone, no fee at all is required.

Whether or not papers are submitted for certification will have no bearing on their standing in the contest.

### *What They Say About the Projects*

#### **T**O THE B.E.W. AWARDS DEPARTMENT:

We are sending you with this letter our first set of the BUSINESS EDUCATION WORLD Projects. All our students are working these projects, as they did last year. We expect to have a larger group to send you next time, as our enrollment will be larger then.

We find the projects even better this year than before and are planning to work all of them, regardless of whether or not the students should work them to receive their certificate from you. We do this because we feel the value of the projects is something very definite and tangible, yet something which is not covered in regular classroom work. Our interest, as you see, goes beyond winning a certificate. We feel that each student should have the benefit of all the instruction given in all the projects.

We are glad that the number of projects is not as large as last year. While we enjoyed working them out, once a month was really more often than the time at our disposal allowed. If I had not been in the position, as principal of the school, to delegate the time to each project as we did, I doubt that every student could have done all of them for all the months.

We look forward to receiving your comments and criticisms and whatever certificates we can win.

We appreciate, more than it is possible to say on paper, what an added advantage these projects

are to the course we have outlined for the year. What you have given in the projects enhances the value of the subjects given in our course, as it shows our students how to make practical application of their technical accomplishments.—*Miriam A. Darrow, Principal, Cape Cod Secretarial School, Hyannis, Massachusetts.*

### *What Last Year's Winners Say*

After the 1939 contest was decided, the teacher of the first-prize-winning bookkeeping class wrote this letter. Letters from some of her students follow it.

#### **T**O THE EDITOR:

You may rest assured that I shall never attempt the teaching of bookkeeping without making use of these splendid incentives, the B.E.W. projects.

Our silver cup for having won first place in the 1939 Bookkeeping Contest is here in our commercial room, mounted on a pedestal, and is more than repaying us for our efforts expended on the contest project. We shall guard it carefully and return it to you when you request it for the next contest. We have every hope of keeping it by again submitting the best club.

The \$10 check was also received, and I wish to thank the B.E.W. for the prize money. It shall be put to good use.

Again permit me to express my sincere appreciation for the grand work you are doing by sponsoring these projects.—*Sister M. Alexius, O.P., Edgewood High School, Madison, Wisconsin.*

#### **T**O THE EDITOR:

These bookkeeping projects have helped me in more ways than one. If my employer should ever ask me to type his business statements, I could go at it with confidence and be able to produce a good copy. I have learned to be satisfied with only the best and nothing else. Besides this, these projects have helped me with my textbook work by putting into actual practice what I learned there. Along with this, these projects have given me much pleasure, even though they required a lot of time and effort.—*Catherine Wipperfurth, Edgewood High School, Madison, Wisconsin.*

#### **T**O THE EDITOR:

As a participant in the monthly B.E.W. projects and a member of the trophy-winning class in the annual project contest, I find only words of appreciation and praise for the opportunities presented the students of today to prove their ability, and to gain self-confidence as well as recognition.

The many students who have experienced the

same self-satisfaction, and who have derived the same benefits as I, are conclusive proof that the projects are invaluable to bookkeeping students and teachers in a more and more competitive business world.—*Annabelle Scherer, Edgewood High School, Madison, Wisconsin.*

## TO THE EDITOR:

When it comes to telling the advantages of the bookkeeping projects we have worked out and submitted for certificates, I really don't know where to begin. I can say, however, that I think I gained more from those projects than from anything else I did all year in the bookkeeping course.

I remember so well the inferiority I felt on seeing the first project. I thought that I, of all people, never would be able to do it. And then when I started it, I was almost convinced of the fact. I can't begin to express my delight and sense of satisfaction that I felt when the work was completed and ready to send to New York. It has given me a feeling of self-confidence that I could never have experienced from the ordinary routine work from the textbook. I only wish every student entering into bookkeeping could and would avail himself of the unlimited ad-

vantages of the invaluable projects published by the BUSINESS EDUCATION WORLD.—*Genevieve Mackesey, Edgewood High School, Madison, Wisconsin.*

## TO THE EDITOR:

A few days ago, thoughts of the Bookkeeping Contest had almost slipped my mind, because the possibility of winning seemed so remote. It wasn't that we didn't try to win. All of us, inspired by the enthusiasm of our teacher, worked hard to submit neat, accurate, good-looking entries. It was the idea that so many thousands of people enter the contest that made me feel so hopeless.

After we received the telegram saying we had won, and after I finally got it through my head that we won, I began to think of what it really means to come out victorious. It means that we all did our best and, as a result, were highly rewarded. We have achieved something worth while, and this should instill in us the desire for other achievements and ultimate success.

To those who are sponsoring these projects, I would like to say, "Keep up the good work," for the exactness which they require makes us better bookkeeping students.—*Harriet Gates, Edgewood High School, Madison, Wisconsin.*

## A Partial List of Teachers Using the B.E.W. Projects

### ALABAMA

Mrs. Ruth G. Cromartie, High School, West Blocton.

### ARIZONA

Sister Mary of St. Bernardine, Sacred Heart School, Phoenix.

Donn M. Freasier, High School, Ray.

### ARKANSAS

Ruth Osborne, Junior High School, Fort Smith.

Velma E. Mahoney, High School, Mansfield.

### CALIFORNIA

Frances Blair, Phineas Banning High School, Los Angeles.

Harold Howard, Metropolitan High School, Los Angeles.

Mrs. Ida F. Scott, Susan Miller Dorsey High School, Los Angeles.

Sister M. Gabriel, Saint Joseph Academy, Sacramento.

Sister Mary James Richard, St. Paul High School, San Francisco.

Elizabeth Voshall, Francisco Junior High School, San Francisco.

Jack Warshaver, Union High School, Sanger.

Reginald C. Estep and Joseph E. Whitaker, Union High School, Yuba City.

### COLORADO

Edward M. Day, High School, Palisade.

Catherine M. Kelly, High School, Leadville.

### CONNECTICUT

L. G. Zandri, Ridgefield Public Schools, Ridgefield.

Martha L. O'Hagan, High School, Simsbury.

Sister St. Thomas of Cori, Catholic High School, Waterbury.

### IDAHO

Mrs. Grace M. Stoehr, High School, McCall.

### ILLINOIS

Allan Lafin, West High School, Aurora.

Sister M. Therese, Madonna High School, Aurora.

Mrs. Helen J. Adams, Free School of Manual Training, Chicago.

Phyllis M. Conkey, Woodrow Wilson Junior College, Chicago.

E. S. Deter, Englewood High School, Chicago.

Sister M. Elfrida, St. Augustine High School, Chicago.

Sister M. Leonilla, St. Adelbert School, Chicago.

Sister M. Pulcheria, St. Casimir Academy, Chicago.

Mrs. Ruth Bryan, Community High School, Cornell.

Leo Osterman, Consolidated School, Elvaston.

Kenneth F. Carter, Township High School, Harrisburg.

Louis B. Pope, Township High School, Jerseyville.

Fidelia A. Van Antwerp, Township High School, Joliet.

Barbara Smith, Township High School, Lovington.

Robert L. Gallegly, Township High School, Marion.

Sister M. Adeline, St. Joseph School, Peru.

Rachael I. Scott, High School, Rossville.

Lucile Sterling, Township High School, Savanna.

Mabel Marlair, Community Consolidated Schools, Strawn.

Mrs. Doris Brix, High School, Streator.

### INDIANA

Beulah Husted, St. John Township High School, Dyer.

Sister M. Luca, St. Vincent Villa, Fort Wayne.

Julia Brown, Horace Mann School, Gary.

Helen G. Wright, High School, Griffith.

C. L. Scherer, High School, Hammond.

Nadine Field, Public School, Petersburg.

Miss Cain, Public School, Shoals.

Bess Wyrick and Hugh Yoder, James Whitcomb Riley High School, South Bend.

### IOWA

Helen Hicks, High School, Akron.

Sister Mary Annice, St. Joseph's High School, Ashton.

Sister Johannita, St. Joseph School, Le Mars.

### KANSAS

Ruben J. Dumler, High School, Hoisington.

Marguerite Dinkler, High School, Russell.

Rollin D. Vanorsdall, High School, West Mineral.

Ida E. Boyd, High School East, Wichita.

### LOUISIANA

Brother James, St. Paul's College, Covington.

Harriet Boyle, Neville High School, Monroe.

MAINE  
Margie M. Brown, School Department, Madison.  
Mrs. Grace E. Hodgman, Leavitt Institute, Turner Center.

MARYLAND  
Dr. C. H. Katenkamp, Forest Park High School, Baltimore.

Sister Martha, Seton High School, Baltimore.

MASSACHUSETTS  
Gertrude M. Belyea, High School, Agawam.  
Stasia L. Lobacz, High School, Amesbury.  
Sister Alice Marie, Holy Name High School, Chicopee.

Sisters of Notre Dame, Fitton High School, East Boston.  
Sister Thomas Vincent, St. Jerome's High School, Holyoke.

Mrs. Miriam A. Darrow, Cape Cod Secretarial School, Hyannis.

Sister Anne Therese, St. Mary's School, Lawrence.  
Sister Donalda Marie and Sister Mary Rose Isabelle, Saint Ann's Academy, Marlboro.

Sister Daniela, Sacred Heart School, Newton Centre.  
Sister M. Edmond, Notre Dame School, North Adams.

Sister M. Fridian, Mission Church High School, Roxbury.

Sister Antoine-de-L'Assomption, St. Joseph Academy, Salem.

Sister Helene du Crucifix, Notre Dame Academy, Southbridge.

MICHIGAN  
Sister Agnes Clare, St. Joseph School, Bay City.  
Mrs. Helene L. Eriksen, High School, Ecorse.  
Sister Rose Ganzaga, St. John School, Essexville.  
Elise F. Dodge, High School, Ewart.  
Zora I. Barnaby, Ottawa Hills High School, Grand Rapids.

Mabel I. Wubben, High School, Omer.  
F. Trewyn, Senior High School, Wakefield.  
Sister Marianda, High School, Westphalia.

MINNESOTA  
Mrs. E. M. Sathre, Northern Business College, Bemidji.

Webster A. Pajunen, High School, Detroit Lakes.  
Hazel Berglund, High School, Rush City.  
Sister M. Jane, College of St. Benedict, St. Joseph.

MISSOURI  
Donald V. Allgeier, High School, Licking.  
Sister M. Paul de Cruce, St. Peter High School, St. Charles.

Marion F. Beck and Mary E. Ferguson, Normandy High School, St. Louis.

Mildred Lewis, High School, Webb City.

MONTANA  
Ruby Taney, High School, Conrad.  
Morris T. Wold, Public Schools, Froid.  
Alvhild Martinson, High School, Whitehall.

NEBRASKA  
Sister M. Macrina, St. Bonaventure School, Columbus.

Elizabeth Brown, High School, Grainton.  
Evelyn R. Ohlson, High School, Whitney.

NEVADA  
Hattie Mae Kilpatric, Senior High School, Reno.  
Adelene Belmonte, Storey County High School, Virginia City.

NEW HAMPSHIRE  
Dorothy McDonough, High School, Dover.  
Mary V. Gallagher, Senior High School, Nashua.

NEW JERSEY  
Sister M. Divine Compassion, Grace Business School, Morristown.

Sister M. Catharine Anita, Queen of Peace High School, North Arlington.  
Marguerite Nunnenkamp, High School, Princeton.

NEW MEXICO  
Lillian M. Kieke, High School, Albuquerque.  
Sister Ethelfrieda, Sacred Heart High School, Gallup.

NEW YORK  
Agnes Hall, Hutchinson-Central High School, Buffalo.

Marion Porter, High School, Castleton-on-Hudson.  
Sister M. Leocadia of Jesus, St. Joseph School, Cohoes.

H. Sinclair Gannon, High School, Gowanda.  
Arthur J. Gehm, Central School, Greenwood.  
W. Robert Farnsworth, Ithaca Public Schools, Ithaca.  
Viola M. Lurch, Vocational High School, Jamaica.

Sister Marie Frances, St. Joseph's Business School, Lockport.

Sister Mary Imelda, Victory Business School, Mt. Vernon.

Sister Mary Carmel, St. Alphonsus Commercial High School, New York.

Helen A. Evans, Junior-Senior High School, Nyack.

Ormond L. Guyer, High School, Pittsford.

Sister M. Pauline, St. Mary's Commercial School, Rochester.

E. Winifred Podmore, High School, Troy.

Sister Mary of St. Kevin, Guardian Angel School, Troy.

Sister M. Maris Stella, Mt. Magdalen Commercial School, Troy.

Sister M. Roberta, Sacred Heart High School, Yonkers.

NORTH DAKOTA  
Helen McConnell, Cando.  
Monica Spain, St. Mary's Academy, Devil's Lake.  
Grace Lamont, High School, Lidgerwood.

OHIO  
Virginia Weiss, High School, Barnesville.  
Grace Ransom, Lincoln High School, Cleveland.  
Mary D. Owen, High School, Clyde.  
G. Stutsman, East High School, Columbus.  
Anne L. Neville, High School, Garfield Heights.

OKLAHOMA  
Ruth K. Berry, Junior College, Okmulgee.  
Lavelle Wilson, High School, Walters.

OREGON  
Sister Mary of St. Anne, St. Rose Industrial School, Portland.

PENNSYLVANIA  
Nellie E. Givin, Senior High School, Altoona.  
R. L. Thompson, Altoona School District, Altoona.  
Sister Mary Lucreia, Mt. Aloysius Academy, Cresson.  
Sister M. Aloysia, Catholic High School, Lebanon.  
Albert W. Houser, Senior High School, Lewistown.  
John Batiste, Hurst High School, Mt. Pleasant.  
Mildred C. Oakes, High School, Nazareth.  
Mary L. Patterson, Senior High School, Phoenixville.  
Sister Mary Frances, St. Nicholas High School, Wilkes-Barre.

RHODE ISLAND  
Sister Margaret Agnes, St. Joseph's High School, Newport.  
Sister Alice Marie, St. John's Academy, Pawtucket.  
Sisters F. C. J., St. Patrick's High School, Providence.

SOUTH DAKOTA  
Helen Isaacson and Dorothy L. King, High School, Deadwood.

TENNESSEE  
Catherine Smit, High School, Humboldt.

TEXAS  
Eva Garvin, High School, Bedias.  
Mary Ann Alexander and Elizabeth Dobbs, T.S.C.W. Station, Denton.  
Mrs. Attie May Davis, Technical Institute, El Paso.  
B. Harold Williams, High School, Prairie Lea.  
Miss Jo Strauch, High School, Georgetown.

UTAH  
Dean A. Peterson, Dixie Junior College, St. George.

VERMONT  
Sister St. Margaret Maureen, St. Mary's High School, St. Albans.  
Vivian J. Brunnell, High School, Springfield.  
Mildred L. Kingsbury, Hartford High School, White River Junction.

VIRGINIA  
Mrs. Margaret N. Matheny, Averett College, Danville.

WASHINGTON  
Hilda Mesick, High School, Coulee City.  
Eula May Taylor, High School, Elma.  
J. I. Kinman, Kinman Business University, Spokane.  
Mrs. Frank Therriault, High School, Winthrop.

WEST VIRGINIA  
W. C. Scott, Box 431, Clendenin.  
Edril Lott, Matoaka.

WISCONSIN  
Eugene Niemi, Box W. R., Green Bay.  
Donald Lee, High School, Jefferson.  
Alda E. Ott, High School, Lakemills.  
Sister M. Alexius, Edgewood High School, Madison.  
Sister M. Maxelinda, Our Lady of Lourdes High School, Marinette.  
Sister Mary Amadeus, St. Mary's Academy, Milwaukee.  
Sister Mary Thaddeus and Sister Rosemary, St. Mary's Academy, Milwaukee.





# Secretarial, Office, And Clerical Practice

JAMES R. MEEHAN, Ed.D.

THE pioneers in office practice conducted many surveys and classroom experiments to perfect the content and methods of teaching the subject. As a result of these studies, and follow-up studies of the positions held by commercial graduates, a three-course program of office-practice training seems to be evolving. The three courses are: Office Practice for Secretarial Students, Office Practice for Book-keeping Students, and Office Practice for Clerical Students. This subdivision or specialization of courses affords greater opportunities for efficient teaching and tends to eliminate a hodgepodge of material presented without regard for the previous training of the student.

It is impossible to establish any of these courses without a consideration of the school budget, the time allotted for office practice, placement possibilities, the teacher's training and business experience, and a great number of other factors.

## *Secretarial Practice*

Where these three courses are offered, the office-practice course for secretarial students usually includes three types of special equipment: duplicating machines, dictating and transcribing machines, and filing equipment.

Four types of duplicating machines are widely used: the gelatin duplicator, the fluid duplicator, the stencil duplicator, and the offset duplicator.

Master duplicating copies can be prepared on a wide variety of machines other than the standard typewriter. The International

Electric Typewriter is an excellent medium for the preparation of master copies, because the power-driven typing keys guarantee an evenness of touch that cannot be equaled by the operator of a standard typewriter. The Vari-typewriter affords the operator not only a great selection of type in the preparation of a master copy but also an even right-hand margin.

The Mimeoscope is usually considered part of the duplicating equipment. It is used for ruling, lettering, and illustrating.

The number of transcribing machines included in a secretarial office-practice course depends upon a number of factors: the degree of skill to be attained on the machines, the enrollment of the class, and the actual number of operating hours allotted each student. The present hourly range is from about ten to sixty hours.<sup>1</sup> The average training time for students in the manufacturer-maintained schools for operators is one week, or approximately forty hours. If soft commercial records are to be used as well as the permanent practice records, a dictating and a shaving machine should be included in the transcribing section.

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<sup>1</sup> Del Favero, Mario, "A Sixty-Period Course in Machine Transcription," *The Dictaphone Educational Forum*, March, 1938, p. 1.

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♦ **About Dr. Meehan:** Instructor, department of business economics, Hunter College of the City of New York. Doctorate from New York University. Director of national publicity, E.C.T.A.; 1940 yearbook editor, C.E.A.; specialist in secretarial and office practice, on which subject he has written a dissertation and several articles. Formerly taught in the high schools of Elizabeth and Newark, New Jersey.

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Filing equipment may consist of nothing more than the filing section of a secretarial-practice textbook, or filing may be offered as a separate eighty-period course covering all types of filing systems. The "Twenty-Period Course in Progressive Filing and Indexing," published by the Library Bureau Division of Remington Rand, is widely used in secretarial office-practice courses. If the filing time extends beyond the twenty-period course, either the visible or the Russell-Soundex system is usually taught.

Switchboards are becoming part of the essential equipment of a secretarial office-practice course because of the increased demand for employees with a combination of skills—secretarial and switchboard operation. The use of the switchboard also affords opportunities for the proper development of telephone techniques.

Some of the secretarial office-practice time must be devoted to dictation and transcription if these stenographic skills are to be maintained. The dictation material should be related to the secretarial practice work; it might include material concerning reference books, filing, office machines, the transportation of goods, the transportation of persons, or other related topics. One of the many methods of presenting this work is to dictate for from five to nine minutes at the beginning of the class session and to allow one hour a week for transcription.

A textbook must be used in presenting many of the other topics taught in a secretarial-practice course, and the introduction of new and revised textbooks has contributed immeasurably to the improvement of classroom instruction in this phase of the work.

### Office Practice

The aims of high school courses in office practice for bookkeeping students vary widely. In some courses, machines are used merely to check the accuracy of hand bookkeeping work, while in other courses the primary objective of the course is to develop a vocational or marketable skill on one or more bookkeeping office machines. According to Dwyer, we recognize three levels of accomplishment in machine training:<sup>2</sup>

The first is operating knowledge. Operating knowledge is interpreted as sufficient knowledge about a machine to operate the machine in an emergency or for a very limited demand. The second level is operating skill. This knowledge or training should insure the operator sufficient skill to use a machine for at least part-time employment or beginning employment. The third level is that of expert operator. For the student who has acquired a skill on this level, it will be expected that he has sufficient ability to accept a full-time job operating the machine on which he has received training at standard production speed.

The level of accomplishment to be attained determines, to a great extent, the method of teaching office practice for bookkeeping students. Three methods or plans are widely used: the integrated or model-office plan, the rotation plan, and the battery plan. If the course is taught according to the integrated office-practice plan, the student acquires an operating knowledge of a number of office machines. Naturally, a great deal of emphasis is placed upon office routine and the proper handling and preparation of business forms.

In most instances the rotation plan of teaching office practice is used when an operating skill is to be attained on the more widely used office machines. However, rotation plans differ greatly as to the kind of machines taught, the number of machines taught, the hours spent in operating each machine, and the degree of skill attained upon each machine.

The battery plan is the best method to use if the third level, that of an expert operator, is to be attained. Shean mentions four advantages for this plan:<sup>3</sup>

1. The teacher has more time to devote to teaching the one kind of machine.
2. The pupils can better judge the amount of work they should perform by comparing their advancement with that of the others.
3. The teacher is able to keep a better check on the progress of the class.
4. Individuals are permitted to advance according to their ability as there can be a maximum and minimum amount of work prescribed.

<sup>2</sup> Dwyer, Lois, "Instructions in Office Machines," *Journal of Business Education*, Vol. XIII, No. 2, October, 1937, p. 15.

<sup>3</sup> Shean, Jeannie F., "Drills for Calculating Machines," *Journal of Business Education*, Vol. XII, No. 1, September, 1936, p. 23.

Mumford<sup>4</sup> and many other commercial educators say that a vocational skill on bookkeeping, billing, and related machines should not be one of the objectives of a high school course in office practice. They claim that the time necessary for an adequate training course (about three hundred hours), is not available in the ordinary high school commercial course. They advocate that this kind of training be given in a post-high-school or vocational-school course.

A course in office practice for bookkeeping students affords many opportunities for applying the knowledge acquired in business arithmetic, elementary business training, and bookkeeping. The decimal equivalents of common fractions, the use of reciprocals, and the use of chain discounts are but a few of the arithmetical knowledges necessary for machine operation. The use of business forms first studied in elementary business training is further developed by the actual preparation of business forms on billing machines, bookkeeping machines for ledger work, and bookkeeping machines for both statement and ledger work.

The intelligent operation of a bookkeeping machine must of necessity be based upon a mastery of the fundamental knowledges acquired in a bookkeeping course.

The equipment most widely used in bookkeeping office-practice courses includes key-driven calculators (the Burroughs and the Comptometer), crank-driven calculators (the Monroe, the Marchant, etc.), ten-key and full-bank listing machines, flat-bed and typewriter billing machines, bookkeeping machines for both statement and ledger work. At the present time, key-punch, sorting, and tabulating machines are not taught in the high schools.

### *Clerical Practice*

No single course in clerical practice can be considered adequate preparation for general clerical office workers. The majority of all office workers are included in this

group; yet very little has been written, and very little is known, about the general nature of their tasks. Further studies must be made to determine the initial positions held by clerical workers, the general nature of their work, the line of promotion, and the duties and qualifications of advanced clerical workers. In the light of the findings of these studies, a sound curriculum should be established.

Mumford<sup>5</sup> advocates a two-year course for clerical workers, to be offered during the eleventh and twelfth years. The eleventh-year work would consist of pen-and-ink work covering the general duties of a clerical worker, and the twelfth-year work would be divided into two one-semester courses, one in filing and one in machine operation.

I advocate a clerical-practice curriculum, which would include elementary business training, business arithmetic, a year of type-writing, business English, an eighty-period course in filing, and a terminal course in clerical practice that would stress the duties of the clerical worker, the office machines used by clerical workers, and the general information usually included in a secretarial practice course.

The work in secretarial practice, in the second semester of the twelfth year, relates to instruction and drill in the use of duplicating and transcribing machines and such projects as handling the office mail, ordering and care of supplies, reception and treatment of office callers, telephone supervision, use of other types of communication, collection and use of travel data, preparation and keeping of personal financial records, transmitting funds, how to aid an employer in his business writing, use of reference books, cultivation of a pleasing voice and personality, preparation of manuscripts, preparation and use of graphic illustrations, and the management of other office assistants.

### SHORTHAND TEACHERS

Be sure to enter your students in the Gregg Writer's O.G.A. Contest. A contest blank will be published in the February Gregg News Letter.

<sup>4</sup>Mumford, George, quoted from memory; an address before the clerical-practice section of the Eastern Commercial Teachers Association, April 7, 1939, New York City.

<sup>5</sup>*Ibid.*

# Wondering AND Wandering



WITH

**LOUIS A. LESLIE**



**H**AVE you ever heard of a "negative panel" discussion? I hadn't either, until I attended a convention at Grand Rapids, Michigan, recently. Apparently this new and effective device was invented by L. W. Newton, of the South High School, in Grand Rapids.

You are all familiar with the ordinary type of panel discussion, in which a panel consisting of a small number of those having some special claim to speak with authority answers questions put by the audience. Mr. Newton's "negative panel" is just the opposite. A small group of good "questioners" keeps feeding pertinent questions to the speaker. This in itself would be a good idea, but the main advantage can be understood only when the plan is seen in operation.

Most large groups of people won't ask questions until they become acquainted with the speaker. By the time the ice is broken and the questions start to pour in, the time is up. Therefore, often the hapless speaker spends most of his time getting the audience "warmed up" and then must stop just when things start to get interesting. But not with Mr. Newton's negative panel!

The chairman explains that any member of the audience is free to ask a question at any time. When the audience sees that those on the panel seem to be having such a good time asking questions, the audience follows suit. In no time at all, questions

are crackling all around the speaker—and a lively time is had by all. Try this plan the next time you have a program to arrange and you will be delighted.

• • One of the New York newspapers the other day, without giving any authority for the statement, said:

On the efficiency angle, scientific studies have shown that with all other conditions the same, 6 per cent more typewriting is performed at a temperature of 68 degrees than at 75 degrees.

No wonder these arctic and antarctic explorers always turn out such voluminous writings!

• • "To save time is to lengthen life." To save time in the classroom is to get better results at the end of the year. Many teachers still "call the roll" in each class period. Those who don't, have various devices to avoid this time-wasting procedure. Perhaps the oldest of these is the seating plan so arranged that an empty desk draws attention to the corresponding square on the teacher's chart and automatically proclaims the absence of the absentee.

In some school situations, however, it is impossible to use a seating plan effectively for one reason or another. When I visited such a school the other day, the teacher was using an excellent plan that took very little more time than is required for the quick glance around the room to be sure of not missing any vacant desks.

Each pupil in the class, regardless of the order of seats, had been assigned a number from 1 to 35, in the consecutive order shown on the alphabetic list in the teacher's roll book. At a word from the teacher, each pupil, in order, called out his number—1, 2, 3, 4, 5 (a slight pause), 7, 8, 9, etc. From practice the pupils had perfected their timing so that the consecutive numbers came almost as rapidly as one person could have said them. As No. 6 was absent, there was a very slight pause—not more than one or two seconds—and then No. 7 took up the numbering. The whole class of thirty-five had been checked in fifteen seconds.

At the end, the teacher repeated the name

of the one girl whose number had not been called, in order to avoid the possibility that she had not heard it.

Do you know any way to take the attendance in a class of thirty-five pupils in less than fifteen seconds? If you do, please pass it along to me.

• • An outstanding example of corporate thoughtfulness and consideration came to light the other day in the *New York Times* in the form of the advertisement reproduced here. The Cunard White Star Line had every reason to feel that it had no responsibility for these employees. After all, the Cunard White Star Line didn't start the war that stopped the Atlantic traffic. The line has undoubtedly been hard hit and might

conceivably have felt that it should conserve its funds instead of spending them on advertising to help its New York employees, most of whom are citizens of a foreign country.

Inquiry at the office of the line brought the information that the advertisement had produced a large number of jobs and many placement possibilities.

Obviously, the Cunard White Star Line has a real social conscience. If this be propaganda, we could use more of the same kind!

• • One of the greatest advantages of the shorthand or typing teacher is that she is able to give the pupils something to do physically. Prolonged cerebration (and 40 minutes is distinctly prolonged for the average pupil!) induces a state of weariness and disgust in most youngsters.

When we don't take advantage of our opportunity to keep the pupil physically busy most of the time in the shorthand class, we are definitely missing something valuable. What is more, if we don't keep the pupil physically busy with desirable activities, he will always find undesirable activities for himself. Did you ever see these extracts from a young boy's diary:

- Feb. 24. Got an airgun for my birthday.
- Feb. 25. Snowing. Can't go hunting.
- Feb. 26. Still snowing. Can't go hunting.
- Feb. 27. Still snowing. Shot Grandma.

Let's not drive them to shooting Grandma in the shorthand classes.

• • A man can undoubtedly run while sitting down. At least, an Indian is reported to have said on first seeing a white man riding his bicycle: "Ugh, white man so lazy he sit down to run." But can a teacher teach effectively sitting behind a desk?

Professor A. L. Crabb, of George Peabody College, writes in the *National Parent-Teacher*:

Odd, but it seems that the world's best teaching has been done with the children pressing closely about the teacher. The New Testament tells that story so often. There is something remote about a teacher who sits entrenched behind a desk.

Remember this quotation the next time the arms of your swivel chair reach out invitingly for you.

## CUNARD WHITE STAR

### ADDRESSES THIS ADVERTISEMENT TO EXECUTIVES OF AMERICAN BUSINESS

Due to the necessity for reduction in our Transatlantic and Cruise passenger service, it unfortunately becomes necessary to reduce our organization throughout the United States.

Thus there are made available immediately a number of office personnel whose qualifications are outstanding.

It is with real reluctance that we part with their services. We hope that this advertisement will direct the attention of companies, whose business at present is expanding, to these men and women. They represent a cross section of our entire personnel.

Among those available are:

Accountants	Bookkeepers
File Clerks	General Clerks
Dictaphone Operators	Salesmen
Stenographers	Jr. Cashiers
Comptometer Operators	Interpreters
Telephone Operators	Publicity Writers

May we suggest to interested executives and personnel managers that they address their inquiries to:

THE SECRETARY,  
CUNARD WHITE STAR LTD.,  
25 BROADWAY, NEW YORK  
BOWLING GREEN 9-5300

All inquiries will be treated confidentially and an understanding study of the qualifications of the Cunard White Star employees will be made to suit your requirements



• • In the preface to her new book, *Brief-Form Drills*, Miss Edith Bisbee, of the State Teachers College, Whitewater, Wisconsin, has an admirable statement of the best way of learning brief forms:

The most difficult method of memorizing the brief forms is to learn them as single, disconnected words. The easiest way is to practice them in their natural setting in sentences. Far fewer repetitions of the brief forms will be required if they are practiced in connected matter than if they are practiced as unrelated words.

Permanent memorizing of brief forms comes only through reading and writing them over and over again in many different situations.

Miss Bisbee refrains from mentioning in the preface another great advantage to be obtained by practicing brief forms in connected matter rather than in the form of lists. When brief forms are practiced in lists, they are learned as isolated forms. When they are practiced in connected matter, the brief forms are found in phrases more often than they are found written separately. Therefore, the pupil not only learns the brief forms themselves better in connected matter but as a by-product he learns to use the forms in the phrases in which they naturally occur.

Perhaps it is worth recalling, too, that any kind of shorthand practice is usually more valuable when done in connected matter than in lists of isolated words. The word lists are much less interesting to the pupil and are also demonstrably less effective as a teaching medium.

There was a time when we used word lists for practice in spite of their disadvantages, for the very good reason that there was no adequate supply of graded connected matter in shorthand. But since 1916 an ever-increasing supply of graded material printed in well-written shorthand has been made available to our pupils. Miss Bisbee is to be congratulated on her book, which is the latest addition to the supply. Don't miss it.

LOYD L. JONES, of Berea, Ohio, well-known author and speaker in the field of social-business education, now has his headquarters in New York City as director of research of the Gregg Publishing Company and in charge of the social-business program of that company.



Before joining the staff of the Gregg Publishing Company, Mr. Jones was assistant commissioner of education of Cleveland, Ohio, where he completed several extensive research studies in business training.

He is a past president of the N.E.A. Department of Business Education, former secretary of the first American delegation to the International Congress of Commercial Education, and has been a speaker on many educational convention programs, both state and national.

Mr. Jones has conducted teacher-training courses in social-business education at Teachers College, Columbia University; Ohio State University; and Denver University summer sessions.

HENRY GIVENS BAKER has joined the faculty of Teachers College, University of Cincinnati, as an instructor in commercial education. Mr. Baker holds degrees from Western Kentucky Teachers College and the University of Kentucky.



He was an instructor at Simon Kenton High School, Independence, Kentucky, and also coached athletics for that school.

Ray G. Price, editor of the *BUSINESS EDUCATION WORLD'S* "Consumer Education News" department, is head of the commercial department at the University of Cincinnati.

#### NATIONAL CLERICAL ABILITY TESTS FOR 1940

Sponsored by the National Council of Business Education and the National Office Management Association. Will be given May 16, 17, 18. Vocational tests for bookkeeping, stenographic, typing, machine transcribing, filing, and machine calculating positions. For new bulletin about these tests address: Joint Committee on Tests, 16 Lawrence Hall, Kirkland Street, Cambridge, Massachusetts.



# Apprenticeship Training In Secretarial Practice

ESTHER WEINER

**C**LASSROOM procedure in commercial work has always stressed the importance of making the problem at hand as much like a real business situation as possible. There is no doubt that commercial teachers have striven to do this but have often found that, when a pupil went out to work, he felt that the situation was entirely different from that set up for him in the classroom. It has often taken him weeks to become accustomed to even the simple routine work of an office.

How well we realize that fear of an employer, the watchful eye of the other employees, the big office desk, or just the idea that he was working in a real office have caused the new employee to become upset and do inferior work and at times appear stupid in the questions he asked.

With this thought in mind, we have attempted to set up a program in Oneida whereby the secretarial-practice pupils are given an opportunity to become accustomed to at least the office desk and the voice of a businessman before they attempt to find employment.

It was essential to obtain the interest and support of the businessmen. Our first step was to learn from them just what type of worker they wished to employ, the kinds of office machines they used, and what criticisms they had of the high school graduates previously employed.

The accompanying questionnaire was mailed to all employers in Oneida. Seventy-five per cent replied, and the information proved to be very valuable in planning the course. We know now just what type of specialized training our pupils need in order

to obtain employment in local offices. The questionnaire also showed the businessmen that we in the schools are interested in producing the type of worker they want.

On the basis of the information collected about office machines, we were able to explain to local employers that it was impossible for the school to purchase all the different types of office machines used locally.

We visited the sales office manager of the city's largest factory, in which the greatest number of our high school graduates are employed. He was pleased with the school's interest in his problem of obtaining capable employees and was glad to co-operate. He offered to allow us to send our pupils to his office half a day a week to do certain types of work, under the supervision of a department head. The pupils were to check in as regular employees and while at work were to be treated as such.

Having gained the co-operation of this businessman and of the school principal, and having obtained publicity in local newspapers, we decided to contact some of the other business people who had voiced their interest in the plan. An invitation was sent to about a dozen prominent businessmen to attend a dinner meeting in the high school. At this meeting, the Apprenticeship Plan was explained by the principal, and some of the advantages of the plan to the business-

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◆ *About Esther Weiner:* Special adviser for commercial practice, Oneida (New York) High School. Graduate of Plattsburg State Normal and New York University. Has acted as district manager for commercial contests. Interested in school journalism and guidance work. Hobbies: winter sports and swimming.

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man were pointed out by the sales manager in whose office some pupils were working.

As a result of this meeting, we were able to place seventeen girls in positions in in-

surance offices, the Chamber of Commerce, a store, an office in the City Hall, and other offices in town. The employers were all interested in our placement problem and that

## ONEIDA HIGH SCHOOL EMPLOYMENT QUESTIONNAIRE

Name of Firm .....

*Fill in each of the following blanks with reference to the high school people you could employ.*

Number .....

### NUMBER OF EACH TYPE OF WORKER

Sales clerks .....	Ledger clerks .....
Office help (general) .....	Bookkeepers .....
Cashiers .....	Stock clerks .....
Filing clerks .....	Stenographers .....
Receiving clerks .....	Salesmen .....
Shipping clerks .....	Billing clerks .....
Factory labor .....	Other workers .....

### TRAINING NEEDED (Check those that apply)

High school graduate .....	3. General Business Course, which would include work suitable for clerical workers ...
First year high school .....	Art Course .....
Second year high school .....	Music Course .....
Third year high school .....	Domestic Science .....
Commercial Course:	Manual Training .....
1. Stenographic Course, which would include typing and shorthand .....	General Academic .....
2. Bookkeeping Course .....	Other Courses .....
	Desirable Age .....

### TYPES OF MACHINES IN YOUR OFFICE

Typewriters (Makes) .....	Multigraph .....	Addressing .....
Mimeograph .....	Bookkeeping .....	Dictating .....
Mimeoscope .....	Adding .....	Other Machines .....

## APPRENTICE RATING SCHEDULE

Name ..... Date .....

1. Personal appearance, poise, and speech .....
2. Attitude toward fellow workers .....
3. Attitude toward taking orders .....
4. Punctuality, etc. ....
5. Quality of preparation for work:
  - a. Typewriting .....
  - b. Shorthand .....
  - c. Bookkeeping .....
  - d. Filing .....
  - e. Machines .....
  - f. General .....

Please express your opinion of each student in a sentence or short paragraph: .....

of the high school graduate who seeks employment and finds that the employer wants only experienced help.

Some of the pupils are given full charge of the offices in which they work; in other offices, pupils work under supervision. In the large factory, where the work is departmentalized, at first the pupil is assigned to the work in which he is most interested; later he is changed to another department.

The apprentices are classified as filing clerks, bookkeepers, stenographers, secretaries, and Mimeograph operators. They are divided into groups and report on different days so that the supervisor can properly care for them. The supervisor keeps a record of each pupil's work, so that at the end of the year a report can be sent to the school for filing.

The type of criticism received is helpful, since it comes from a businessman and not from the teacher. The Apprentice Rating Schedule (shown here) is sent to the employer to fill out at the end of the term, if he cares to do so. In most cases we find that he prefers to write a short note regarding the work of each pupil. The following types of comment are significant:

1. She was desirous of pleasing and was quiet and industrious. Asked only intelligent questions, which indicates serious thought.
2. While she was careful and accurate and perhaps alert, she had very little initiative and would require a great deal of training and actual experience to become a good filing clerk.
3. Posture is very poor and systematic training should be given her in the correct method of sitting or standing at work or elsewhere.

This year the plan has been extended to include pupils sent to the office of a grade school on different afternoons and working under the supervision of the principal. Often they are left in full charge of the office. At other times they are asked to do work for teachers in the school, and in this way they obtain experience in working for different types of people.

Perhaps the question will arise as to how the pupil manages to complete the work for his other courses. Many have arranged their program so that they have the entire afternoon free. On the day they are to report to work, they usually bring their lunch

to school. If they are working in the factory, they take an early bus and have their lunch in the cafeteria with regular workers.

If students find that they are unable to attend work, it is their duty to notify the supervisor. We find, however, that they are very seldom absent on the day they are expected to report to work. Their attitude toward the practical work is the same as though they had a paying position—they are eager to do their very best.

Frequently the students have received part-time work as a result of their experience in the office. Last spring two of the girls were promised employment during the regular girls' summer vacation. This is an incentive to work harder.

The employers believe the student workers are an expense to the company for the first week or two, but after that they are able to work satisfactorily. All the employees of the companies in which our people are working are willing to co-operate.

We are setting up an employment file, so that the business people will become accustomed to calling the school when in need of workers, and our high school graduates will be given an opportunity at least to apply for the positions. We keep a complete record of the pupils' high school work; their apprenticeship training; the type of work they like best; the kind of work done and the salary received.

We are sure that the practical experience the pupils receive in an office is far more valuable than any training we could give in school. The pupils who have had this part-time experience are capable of satisfying an exacting employer from the very first day in his office. The plan has also enabled the businessman to understand the problem of the school in training office workers and has made him more sympathetic toward the difficulties of the inexperienced worker.

Once you obtain the co-operation of a few key businessmen, others will co-operate. The plan is not difficult to develop, because the pupils are intensely interested. Just remember to keep in mind the employer's point of view and be considerate of the time he is contributing in order to accommodate your inexperienced pupils.



(Newtown High School, taken from an altitude of 1,200 feet by the school's aviation instructor, Royal B. Woodleton)

## 25 Years of Co-operative Training

CARLTON J. SIEGLER

*Newtown High School, Elmhurst, New York*

CO-OPERATIVE training for the distributive occupations has been taught continuously at Newtown High School since 1915. The plan is as follows:

Upon the completion of two years of full-time high school training, the students work at paid jobs in our large metropolitan department stores and specialty shops, such as Best & Company, Lord & Taylor, and R. H. Macy & Company, alternating with one week at school and one week at work. During these two years, their junior and senior years, each co-operative student studies the subject of merchandising.

A survey made in 1934 revealed the fact that a large percentage of our students were using the money earned during alternating weeks to purchase goods and services for use while going to school and to work. The current depression had already made itself felt in these young people's economic lives, and in many cases it had become necessary for them to depend upon their own money in order to continue their schooling.

Unfortunately, however, the emphasis of the merchandising curriculum up to this time

had been placed on merchandising and not upon the *merchandise* that the students were buying as consumers. In other words, the two-year course in merchandising was being taught from the point of view of the retailer, not of the consumer.

Yet here we had students earning their wages in the labor markets and competing with older workers, definitely realizing the value of a dollar and spending their hard-earned money for goods and services needed for immediate consumption. They understood the value of money but lacked the knowledge of how to purchase and how to budget and manage their money because of their youth and their inexperience as consumer-buyers. The curriculum was training them in how to *produce* or earn a living, but it had neglected the problem of training them in how to *consume* intelligently with the money they were already earning. Sheer ignorance and lack of experience in consumer-buying was the cause of many students' being unable to save money and to manage their personal affairs judiciously.



Although it was true that these workers were being trained for a specific occupation, nevertheless it was soon realized that each student should have the right and privilege to receive practical and useful knowledge to enable him to cope with, and solve in some way, those conditions encountered in the social life and business world today. For it should be remembered that, although retailers want efficient workers in their stores, it is also important that these same workers be efficient consumers.

In order to meet the needs of the co-operative retail selling students, therefore, a one-year course, known as Consumer Goods, was instituted, in 1934, in the junior year. In this course an intensive study is made of selected materials and services that are of paramount interest and importance to the students in their everyday life as consumer-buyers. The facts about these goods and services are presented to the students through the study of their origin, the processes in their manufacture, the kinds in use, their care, and points to look for in judging and testing their genuineness.

The consumer-education aspect is stressed because it is believed that, if these students discriminate in their purchases of goods and services through the use of worth-while consumer-education training, they will have a considerable influence on the economic structure of modern business life and will increase their own happiness in society.

The second year of the merchandising course is devoted to the study of retail marketing and merchandising. A knowledge of marketing and merchandising organizations and methods helps the student to appraise intelligently the pricing policies that are in effect today.

### *Brief History of the Course*

The co-operative retail selling course at Newtown High School was instituted in February, 1915, by Dr. James D. Dillingham, principal, who has since retired. This was one of the first courses of its kind in the city of New York.

More than twenty-five years ago, Dr. Dillingham realized the necessity of training workers for the distributive occupations, and

he gave unstintingly of his time and knowledge so that his students might receive practical as well as theoretical retail training for their future vocations.

Dr. Dillingham, after instituting the co-operative system, recognized that the department store would offer a logical opening for co-operative workers. He visited the Prince School in Boston and the William Penn High School in Philadelphia in order to obtain additional information about salesmanship courses; and, after conferring also with merchants in these cities as well as in New York, he installed a class in salesmanship in Newtown High School—the first of its kind in any day high school in New York City.

The first co-operative work was done in the fall of 1914, a year before the actual course of study in retailing was taught. Charles M. Smith, now director of the Division of Guidance and Placement in New York City, was appointed co-ordinator. Mr. Smith arranged for the first co-operative pupils—two pairs—to work in selling in Gimbel Brothers' store, beginning in May, 1915. The co-operative retail selling course was started in September, 1915, with a teacher to serve part time at Newtown High School and part time in the continuation-school class at James McCreery & Company.

Co-operative work was instituted with R. H. Macy & Company in 1916, and Newtown co-operative pupils have been employed by that organization ever since. Many of them have advanced to positions of considerable importance.

Julia Richman High School, New York City, organized the course in co-operative retail selling about two years later. The New York University School of Retailing, which was established in 1919, was primarily the outgrowth of the activities in the high schools.

Today there are more than five hundred students enrolled in the co-operative retail selling course at Newtown High School. The success of the co-operative training in this school in recent years may be attributed to Beatrice Walton, chairman of the co-operative retail selling department, ably assisted by the teachers in that department.

## Why Don't We Use Radio?

DOROTHY M. JOHNSON

THE more we of the BUSINESS EDUCATION WORLD find out about the use of radio for business education—rather, the almost universal non-use of it—the more we feel that business educators should get together and do something about it. But before we can get together and decide what should be done about radio in business education, we must find out just what is being done right now.

Will *you* join the BUSINESS EDUCATION WORLD in making a survey and recommending advances in business education by radio? You can do so by answering the questionnaire on page 419. Remember, you can help by answering the questionnaire even if you have never had anything to do with a radio program.

We hope to publish the results of the questionnaire in the B.E.W. for March. Every business-education program you tell us about, we are going to list on a 3-by-5 card for permanent reference. There are just nine cards in the new file, thus far. We hope there'll be nine hundred, a few years from now.

While you are sending your answers to the questionnaire, your inquiring reporter is going to continue to interview executives of the three radio networks with headquarters in New York—NBC, CBS, and Mutual. If the great chains are as co-operative about helping to plan new programs as they are about granting interviews to your reporter (who was timid about it at first), we have nothing to worry about.

There have been deplorably few broadcasts pertaining to business education. Most of them have been over local stations, of course. Some of them you have already read about in this department of the B.E.W. (says the department editor, optimistically);

some others will be described in forthcoming issues. Be sure to tell us of those you know about.

• • On November 24 I attended a convention of the National Council of Teachers of English, in New York, to see what they are doing with educational broadcasting.

My only criticism of that meeting pertains to the uncomfortable chairs in the meeting rooms. The teachers of English can't be blamed for them—they are the same chairs you and I have ached upon at many a convention of commercial teachers in many a glittering hotel.

Perhaps the theory of hotel convention managers is that if you are uncomfortable you stay awake, but what really happens is that people keep getting up and limping out, looking disappointed.

I, for one, can't write clear notes at a convention unless I can prop the notebook on one knee, and I can't use one knee if the other foot doesn't reach the floor. If you ever see a lady at a section meeting sitting blissfully with her feet propped on an empty apple box, come over and say hello to me. I haven't tried this yet, but I see no other solution.

• • "Educational Radio in Action" was the theme of the English teachers' radio conference. A recording of a half-hour literature program, which had been broadcast by CBS's American School of the Air, was played back as part of the conference activities.

Dr. Franklin Dunham, educational director of NBC, spoke on "The Role of Television in Education." Just look how far behind the times *we* are. Here's television coming into convention addresses already, and we in commercial education haven't even begun to make the proper use of plain, unadorned, nonvisual radio!

Here is something interesting. Competing with the section meeting on radio were no less than ten other section meetings, most of them with alluring titles and outstanding speakers. But the radio meeting was held in the very largest ballroom of the hotel, and almost every chair was occupied.

This is what one large national association is doing with radio—using it so successfully and studying it so earnestly that a discussion of it drew a splendid attendance, although ten other meetings and the wonders of New York City competed for attention!

• • Some day, at a national or regional convention of commercial teachers, we'll have a meeting like that, I hope and believe. We'll sit down and hear a recording of a nationally broadcast program on salesmanship or personality development or budgeting or commercial law or business letter writing. It will have a framework of

drama, with a plot, with sound effects, with professional radio actors. It will be interesting, even exciting. It will be painlessly educational, authoritative, persuasive.

*And it will be only one of many.* It will be a play-back of a program that went out, perhaps the week before, to a nation-wide hookup; a program that was produced by the combined efforts of radio technicians and business educators; a program that was part of a fine series, heard and enjoyed by millions of people.

When will that section meeting take place? Within a very few years, let us hope.

If you would like to attend that section meeting, by all means answer the following questionnaire. It's the beginning of a survey; after the survey, we excavate, construct foundations, and then build. There is a great deal to be done. Will you help do it? Good! Then won't you mail your answers at once?

#### QUESTIONNAIRE ON RADIO IN COMMERCIAL EDUCATION

1. Do you know of any broadcasts, either past or planned for the future, on any phase of any of the following subjects in commercial education?


Shorthand  
Typewriting  
Bookkeeping

Business law  
Salesmanship  
Business letter writing

Economic geography  
Consumer education  
Personality development  
Placement

2. Who was responsible for the broadcast?
3. For what audience was it intended: student? adult?
4. How long was the broadcast?
5. Was it in dramatic form? questions and answers? a talk?
6. Was it a single program or one of a series?
7. What was its purpose: school publicity? vocational education? education for personal use?
8. Was it broadcast over a network or by a local station? What are the call letters and location of the station?
9. Which of the subjects in the list shown above do you think could be most suitably incorporated in local broadcasts? national broadcasts?
10. What subjects in commercial education would you add to the above list?
11. Do you think that commercial-education programs for adults, stressing personal-use values of the subjects treated, would be popular, if they were interesting as well as instructional?
12. Do you think that commercial-education programs for students, broadcast during school hours, would have sufficient demand to justify their continuation?
13. Do you think that commercial educators (and their professional organizations) should take the responsibility for initiating such educational broadcasts in conjunction with radio officials?
14. What professional teachers' organizations in commercial education do you know that are trying to promote commercial education by radio?
15. Are you, yourself, interested in helping to bring radio into commercial education?
16. Have you ever helped to plan or produce a radio broadcast? If so, won't you please describe it?

**Have you read this month's editorial on pages i-iv and the symposium on pages 389-392?**



# on the Lookout

**ARCHIBALD  
ALAN  
BOWLE**

This department brings to you each month helpful suggestions regarding bulletin-board displays, club programs, and equipment and supplies.

**23** A minimum machine equipment list for schools, recommended by A. C. Beaver, co-author of *Office Appliance Exercises*, can be had for the asking. Adding, calculating, duplicating, dictating, and bookkeeping machines are included in the list, which brings the total considerably below the \$1,000 mark—low for a group of machines of this sort.

**24** With the use of phonograph records for the teaching of typing and shorthand records for dictation now increasing, the Portable Electric RCA Victrola U-50, which combines both record and radio reproduction, is the thing. It will play 10" and 12" records, has a fully automatic turntable stop and start, and is covered with durable material of airplane-luggage type.

**25** Saunders Vision Concentrators literally force concentration on the book or object viewed. They eliminate excessive light interference and distracting movements

.....  
A. A. Bowle January, 1940  
The Business Education World  
270 Madison Avenue, New York, N. Y.

Please send me, without obligation, further information about the products circled below  
23, 24, 25, 26, 27, 28

Name .....

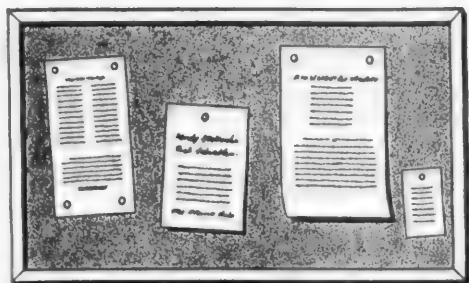
Address .....

or objects in the periphery. They look like ordinary spectacles, but they differ in having no lenses and in their patented features. To the outer circumference of each eyepiece there is molded a small opaque rim flange, which projects forward and cuts down the angle of vision from side to side. Projecting backward from the same rims are folding shields which cut off all side light. Distorting side vision is completely eliminated.

**26** The A-72 portable Recordio can be used for making phonograph records; this seems to me a good idea for the advanced speed class. It has a playback feature with an amplifier that is capable of producing approximately  $3\frac{1}{2}$  watts of undistorted volume. Records are available. Double-face paper-base discs, size  $6\frac{1}{2}$  inches, with approximately  $21\frac{1}{2}$  minutes of recording time per face, retail at 75 cents a package of six discs. Double-face discs in the 8-inch size retail at \$1.50 a package, and 10-inch discs sell for \$2.25 a package. The Wilcox-Gay Corporation Recordio lists at \$129.95 and will last a lifetime.

**27** Answering teachers' long-voiced wants, Ditto, Inc., presents Model H-4, a quality-built flat-bed gelatin duplicator with carriage feed. It is claimed to be the only mechanically fed gelatin duplicator ever offered. It prints writing, typing, or drawing in one to eight colors at one operation, on tissue, paper, or card stock, in sizes up to 9 inches by 14 inches, for about 5 cents a hundred copies. The rubber suction feet are of generous size, so that the duplicator can be affixed rigidly to any surface.

**28** L. C. Smith Company now has a machine equipped with fabric ribbon and carbon-paper ribbons that may be spirit-duplicator inked, hectograph inked, or record inked. The carbon ribbon feeds diagonally across the platen so that as many as four complete writing lines may be obtained from the ribbon's width without re-winding or rethreading. This should appeal to those who handle quantities of spirit-duplicating work, because of the ease of operation, the elimination of carbon, and the clarity and evenness of copy.



# The B.E.W. Bulletin Board

## A MONTHLY SERVICE

THIS month we select from our correspondence some ideas that have been worked out by commercial departments.

"The Story of the Telegram" is the heading on the bulletin board of the Wessington (South Dakota), High School. The display, writes Miss Mary Frances Pugh, tells the story of the telegram in connection with the cablegram and the radiogram. There are seventeen pages to the display, containing the following items:

- A picture of an Indian, showing an early form of communication.

- An essay on communication.

- A picture of a woman writing different kinds of telegrams on a telegram machine.

- A story about the uses, sizes, kinds, importance, rates, and time of delivery of telegrams.

- Three copies of a telegram, the original to be sent to the telegraph company, one carbon to be sent to the addressee as a confirmation or enclosed in a confirmatory letter, and the other carbon for the files.

- A picture of the machine on which telegraph messages are received.

- An addressed letter in which a telegram is to be sent out.

- A story of the duties of city messenger boys in delivering telegrams.

- A picture of a man confirming a telegram.

- A letter of confirmation.

- Instructions on the filing of telegrams—eighteen rules.

- A picture of a vertical file.

- A paper about the uses, kinds, sizes, and importance of cablegrams.

A paper about the uses, kinds, sizes, rates, and importance of radiograms.

A story about Amelia Earhart and the use of radiograms at the time of the search for her and her lost plane.

The picture of the tiny wooden shed in which the transoceanic telegraph began operation.

The picture of the central operating room of the Radio Corporation of America.

This effective classroom bulletin board is used for teaching purposes, says Miss Pugh. All the materials on the board relate to the subject taught, the title at the top of the board gives a clue to the lesson, and the display aims toward a definite objective, with a plan well worked out in advance.

In addition to this board, Miss Pugh writes that she has a general bulletin board containing the ten commandments of typing and several speed charts.

Miss Winifrede Burke, of the Norman (Oklahoma) High School, says in a recent letter that in the front of her typing room is a large bulletin board. The different *Gregg Writer* certificates are posted on this board; under each one is a list of students who have won that award. The names are left on the board for two years. New pupils often find the name of a relative or a friend and are spurred on to greater efforts, with a definite purpose of beating the record. This is an excellent way to stimulate better work.

Miss Burke has cut the design of the Competent Typist gold pin from gold and bronze paper and pasted it on a card, giving an explanation of the award. The resulting display on the board is very effective in stimulating interest, Miss Burke reports.

Looking in Mr. Blanchard's office a short while ago, I saw an idea that is worth passing along. It was a bar chart with the names of our field representatives on the left-hand side. Along the top are numbers so that, as the bar extends from left to right, it shows the number of subscriptions to the B.E.W. that a representative has sent in.

As an accomplishment chart, this could be utilized with telling force in any classroom. To show the number of assignments done in any subject; the highest speeds reached in shorthand or typewriting; the



number of projects completed or of book-keeping exercises finished—you will think of many other uses for this bar chart.

The Edexo chart was used. The bars on the chart are red. In order to make a bar show an increase, one peels off a small sec-

tion of the white covering paper. The chart is very neat and could be kept on the bulletin board for as long as you wish. If you do not want to go to the expense of buying one of these special charts, you can make up your own on cross-section paper.

## Commercial Clubs

**W**E are always eager to receive club reports that contain significant facts and ideas that may be of practical value to sponsors of commercial clubs.

Miss Ruby Taney, of the Conrad (Montana) High School, writes an enthusiastic letter about the activities of CACH, the commercial club of her school. She tells us that students who have two semester credits in commercial subjects, with the equivalent of "C" average, are eligible to become members. There are no dues. The club has a membership of 40 from a high school enrollment of about 270 students—a high percentage!

### *Income-Producing Programs*

During the first year members of the club produced an amateur radio program—a take-off on Major Bowes' interesting program. It was enjoyed so much by the members that the club voted to produce it before the entire school. An admission fee was charged, and the production was a financial success as well as great fun for all.

Each year the club provides a program to which the public is invited. Last year the program was based on comic-strip characters; this year it was built around the idea of a circus. Both programs were successful as entertainment and from the financial point of view.

Miss Taney answers our question as to what is done with the proceeds received from these activities by informing us of worth-while expenditures. The club buys club pins; it pays 50 per cent of the fees for *Gregg Writer* and *B.E.W.* awards earned by club members; and each year it buys a gift for the department. Last year the gift was an interval timer for use in typing and transcription classes; this year, a wall display

case is planned, so that records of students' work can be shown and certificates and other interesting awards exhibited.

As an extra incentive for attendance at the club meetings and participation in the various activities of the club, the club pins are awarded for attendance at ten meetings and participation in two major activities, or twelve meetings and one major activity. Major activities include programs, banquets, exhibits, and holding a responsible club office.

### *Other Awards*

The club has bought a silver pin and a gold pin, which it awards each week. The student in the Typing I class who writes with the smallest number of errors for one week on 10- and 15-minute tests wears the silver pin during the ensuing week. The Typing II class uses the gold pin with the same plan. We can imagine the keen competition for these awards. The fact that they are given for weekly periods offers a great many students an opportunity to win.

Another award that the club provided was a prize for the best name for the club. Each year the student selling the most tickets in advance for the program receives a prize. This year two girls won prizes for theme songs used by the club.

Speaking of awards, while I was talking with a salesman recently, I mentioned that students were offered pins and other awards for their work. He laughed and said, "When these kids get into business, they won't get a prize because they type correctly or transcribe their notes properly. They'll just have to work!"

Then I laughed, because he was wearing a gold pin that he had been awarded for selling the most units of his product during the month; and I laughed again when he

looked at his watch, which he had received as a prize for selling the most units of his product during the preceding year.

Yes, there are awards in business—good jobs for efficient workers—and if a pin or other award will stimulate students to greater efforts and give them that sense of satisfaction, then by all means they should be so rewarded.

• • Another club report comes from the Grove City (Pennsylvania) College Summer Commerce Club. Organized for the summer, it proved one of the most active clubs on the campus. The members made trips to industrial plants, where they saw the wonders of Bessemer steel and the modern methods of handling milk by Borden's; learned how Heinz makes up its 57 varieties and how Radio Station KDKA, Pittsburgh, functions; and saw these physical activities translated into office routines of the various concerns involved.

Because foreign news was attracting much attention, members of the Rotary Club discussed opportunities in the Foreign Service. At the moment such work is not attractive, but the world can't always be at war! The faculty advisers were Professor F. H. Sumrall and Gertrude C. Ford.

• • Don't forget the publicity part of your program. Don't hide your light under a bushel. The members of Paul Hayne Commercial Club got their pictures in the local (Birmingham, Alabama) paper with an interesting write-up of their activities. The group is small, but each member is enthusiastic about the work of the club. H. G. Jones, sponsor, writes as follows:

We have got the organization of the commercial club well under way, and the Birmingham *News-Age Herald* has made pictures of the charter members. This, together with a write-up, will appear in next Sunday's issue. An unusual amount of interest is being taken in this work, and we are confident of its success.

Mr. Jones's prediction of success has become a reality. The newspaper item appeared under the heading, "Review of Youth."

Most newspapers appreciate pictures. This should be remembered when you send in your news events to your local paper.

**BARGAIN SALE OF BACK NUMBERS OF THE B. E. W.**

ALL remaining bound volumes of the *Business Education World* and its predecessor, the *American Shorthand Teacher* (1920-1933), for the years preceding 1938-1939 may be purchased at the bargain rate of 50 cents a volume, postpaid.

These volumes have been reduced for this special offer from their regular price of \$2.

We have on hand, in limited quantities, back numbers for thirteen of the nineteen years during which these magazines have been published. Each volume is a complete book of from 640 to 1,000 pages, cloth bound, with gold lettering.

Why not order all thirteen volumes for your library? The total cost would be only \$6.50 for all thirteen, postpaid. Add \$2 if you wish a copy of Volume 19 (1938-1939). Use the convenient coupon below and give yourself a fine present!

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# The Lamp of Experience

**HARRIET P. BANKER**  
EDITOR



*I have but one lamp  
by which my feet are  
guided, and that is the  
lamp of experience.*  
—Patrick Henry.

## Who Shall Name the Chief?

**E**ACH pupil in the typewriting class receives a picture of an Indian, drawn on 8½ by 11 paper. The band around the Indian's head is perforated so that feathers (drawn with crayon) can be inserted.

Each feather in an Indian's headdress stands for a deed of valor or for a new achievement. In typing 15-minute speed tests, each pupil having a speed of 45 words a minute or more, with no more than 5 errors, receives a feather to put into the Indian's headdress.

The feathers are distributed on the following basis:

45 words or more a minute, with 2 to 5 errors—1 feather.

45 words or more a minute, with 1 error—2 feathers.

45 words or more a minute with 0 errors—3 feathers.

The pupil who completes the Indian's headdress first is the winner and has the privilege of naming his Indian, who becomes the chief.—*Rita Belanger, Plymouth Normal School, Plymouth, New Hampshire.*

## Older Sisters

**E**VERY student in my first-year shorthand class has an older sister who is taking

shorthand in the advanced shorthand class! However odd this may sound, it isn't a case for "Believe-it-or-not-Ripley," because they aren't blood sisters—just adopted sisters.

For years I have been making countless first-year outlines in order to perfect the penmanship of beginners. Today, my "older sisters" are doing this for me. In order that the students may be qualified to assist in the senior year, I try to have them earn their shorthand penmanship award the first year. The ambition to qualify as an older sister in the senior year is an added incentive during the first year's work.

The plan works in this way: The first week of the senior year, each senior in the shorthand class chooses one or more juniors whom she will help, until each beginner has an older sister. Each day the younger sister must go to her adviser, if for only a few minutes; and together they go over the beginner's assignment, correct faulty outlines, and discuss problems. In short, they save me hours of talking and the making of innumerable outlines.

Don't misunderstand me—I'm not an indolent teacher looking for a way out of doing his own job! I have found that the seniors benefit greatly and appreciate the opportunity of reviewing the manual. Most girls choose a near neighbor or particular friend, so that a time for getting together can be arranged conveniently.

If the beginner fails to pass tests or to meet other requirements, her older sister is not penalized; but when a beginner wins her first penmanship award, her older sister gets a 5 per cent increase in rank.

It has been my experience that the girls who take an active, personal interest really accomplish something with their wards.

It seems only fair to give them an added incentive. Here is a way, therefore, whereby the seniors may obtain a comprehensive review of shorthand principles and at the same time have an opportunity to earn an increased rank.

Comparatively little time is required for each senior's daily consultation with the junior who is her "younger sister"; yet how much routine work I am spared! The junior student's practice work gets minute

scrutiny, since it is the key for the older sister's advice and assistance. With the routine work carried on to a fine degree of efficiency, I am free to plan and execute work that was physically impossible before.

I never forget, however, that I am the beginners' teacher; I see them in class every day, and I give them individual attention there and whenever they find me more accessible than their advisers. The older sisters do no teaching. They merely act in a corrective capacity on home assignments. The responsibility makes them self-reliant and capable.

Teachers will never know the amount of "treadmill" work they are doing until they let the seniors help them. An older-sister group pays big dividends in pupil efficiency and gives the teacher more time in which to build up a useful and interesting course.

—Mrs. Frances C. Davis, Head, Commercial Department, Mexico (Maine) High School.

## Consumer Education Devices

(Concluded)

[EDITOR'S NOTE—Because of the important place that consumer education occupies in the general educational scheme of today, we deem ourselves especially privileged in being able to present to our readers this series of devices prepared by an authority in this specialized field, Dr. Edward Reich, instructor at the Newtown High School, Elmhurst, New York.

Dr. Reich holds the degrees of A.B. and M.S. from the College of the City of New York, M.A. from Columbia, and Ed.D. from New York University. He is president of the Distributive and Consumer Education Section and a member of the Executive Board of the Commercial Education Association of New York City and editor of the *Consumer Educational Journal* and *Consumer Training*.]

### VI (a)—BELIEVE-IT-OR-NOT DAY

Send students out to scurry for the curiosities in consumer education—curious variations in the things they buy and use. Which would be stronger, a pair of shoes made from kidskin or elephant hide? Interesting "believe-it-or-not's" can be obtained from reports of the Better Business Bureaus on frauds, in Harding's book on advertising, in Kallet and Schlink's writings, and in the

reports of Consumers' Research and Consumers' Union.

Have students report their findings in the form of questions.

### VI (b)—DETECTIVES' HOUR

A substitute or corollary may be Detectives' Day. Frauds are written up in mystery style, using the names of students in the class as characters in the story. For example, John Jones has been poisoned! He ate . . . . Why did he eat . . . . food? Well, here's a story of fraud that will weaken your . . . ., etc.

The students are fascinated.

### VII—ACTION DAY

"Tomorrow we shall plan definite action to solve the problem of ———." Bring up a vexing timely problem. Assign reading and stimulate thinking. For example, a price-fixing law; a department of the consumer; a grading ordinance.

Watch for suitable occasions.

Stimulate discussion, pro and con.

What shall we do? See a legislator; visit the local law-making body; write a letter; send a telegram?

Now do it! To the last detail! With tact, skill, strategy.

### VIII—TOMORROW-AND-TOMORROW DAY

This undertaking needs long preparation. The aim is to present to the school an exhibit of the consumers' world of tomorrow—fibers from milk, walls of glass, clothes of paper, automobiles of plastics, etc.

Communicate with manufacturers in new fields. Form committees. Search trade magazines, newspapers, popular-science journals. Get pictures and samples. Set your carpenters and display people at work.

Exhibit in the hall where everybody can see what you have collected. Explain each exhibit. Open the eyes and enliven the imaginations of all students.

This activity, besides its educational values, is an advertisement for consumer education.

### IX—ORATOR'S DAY

Two teams. A controversial topic affecting the interests of the consumer. Two

weeks of preparation. A student chairman. Refutation. A student vote on the merits of the arguments alone.

All this followed by ten minutes of analysis by the class of the arguments and of the propaganda techniques used. Outcome: learning how to listen to arguments with the mind as well as the ears open.

#### X—MARKET DAY

Everybody is out on a notebook shopping spree.

List a number of products, preferably using standard names; get the size and price.

Get the price of butter, eggs, meats, milk, etc.

Everybody goes into at least one store. The notebook can be taken out in self-service stores with the greatest of ease. It may not be polite to do so elsewhere. Make mental notes when necessary.

Name names and give sizes.

"The Keeper of the Market" (a student) goes to the board.

He says, "So and so's tomato juice in a 12-ounce can! What am I offered?"

He puts down the name and the prices that the students report.

A clever lad can play variations on his theme. For example, what per cent is tomato juice higher here than there? What do the research agencies say about it?

### *Nutmeg and Ginger*

(Twelfth of a Series of Shorthand and Typing Devices by Celia Ayars Priestley)

**38** Who are your travelers? Have a contest to see who can write in shorthand the most names of cities and towns within a given radius of your school. Then pull out a road map and see how many have been missed by all members of the class. Your stenographers may have use for road maps some day in planning itineraries; some of our best shorthand students are unable to avail themselves of these useful helps.

Don't forget to mention adjacent cities in your dictation—not only because the

names add interest, but also because those of your students who go into local offices will have frequent use for them.

**39** Peggy may sometimes annoy you because she thinks only of movies, actors, and actresses, but give her her day by writing these things in shorthand. An interesting drill might include a short synopsis of the last movie each member of the class has seen, or a review of the acting of a particular favorite. Movies may seem far removed from the hurry and bustle of the business office, but aside from the (probably limited) stenographic opportunities in the technical business in Hollywood, they are broadening to the shorthand vocabulary.

**40** You can preach forever about sharp pencils, good position, and neat notebooks, but try this: While a student is dictating, sit at each desk in turn and work with each student's implements.

Many of the dull, stubby pencils will disappear after the first session of this practice. And how embarrassing it would be if someone's pen ran dry while you were using it!

More than one youngster will straighten his spine in order to have his notebook in a comfortable position when you sit at his desk.

**41** Young stenographers are sometimes embarrassed at being asked to take dictation on the slide of the employer's desk. Let each student get some practice in this, beside your desk. Keep the rest of the class busy by having them take the same dictation at their desks.

**42** Students who read their notes very hesitantly can sometimes be moved to improve by having other members of the class take dictation in the air during their reading. It is embarrassing to have twenty-nine hands in the air waiting for the next word while the thirtieth person tries to figure it out. Of course, you will call upon good as well as poor readers.



# What's Your Batting Average?

FRANCES COLE DAVIS

*High School, Mexico, Maine*

A FEW years ago I heard a teacher remark, "I flunked twenty this semester!" And the worst part of it was that there was a great deal of pride in his voice. I couldn't help wondering whether most of the fault didn't lie with him. We work for our goals, and if that particular teacher took pride in failures, of course he got them! When we take pride in our students' accomplishments, we preclude, to a large extent, the possibility of failure.

It is perhaps easier in the commercial course than in most other courses to hold students to daily assignments. If Johnnie does his work satisfactorily every day, he can't possibly fail. This is the case, of course, with pupils of average intelligence.

I have a very strong conviction about ranking, and after grading a set of papers, I set down the ranks and study them. The top three or four I take very little credit for; they're usually exceptionally bright, very ambitious, and energetic. If they had only the book, they would learn a great deal about the subject without my help.

Then the three or four lowest ones! Either they have unusually low I. Q.'s or they have no business in a vocational course. I do all that I can for this group, but I lose no sleep over them.

The middle group is the one I study. They are the students of average intelligence, who really need my help. If the largest percentage of the class is in this group, I feel that my batting average is pretty good. If, on the other hand, I have the largest percentage in the top group, I wonder whether my assignments were too easy, whether I had required and exacted too much work, or whether I had just been doing extra well in "getting across" my subject. If I can satisfy myself that the requirements were fair, I rate my batting average as unusually high.

If I should ever find a large percentage

in the low group, I should blame myself very largely. Either I was covering too much territory, giving sketchy explanations, was careless in exacting definite assignments, or my whole teaching method was wrong.

Remember the old expression, "Fifty million Frenchmen can't be wrong." Well, the largest part of your class can't be wrong either! Hold up a mental mirror and take a good look at a teacher who is failing—and not the pupils.

Your batting average will vary, much like a baseball player's, although not quite so much, I hope. If you have a large percentage of failures, surely as a good teacher you will do something about it. If you're in the middle group, you'll keep on trying to improve. And if you're in the top group, you're dealing with superior students, requiring too much, or (pat yourself on the back) you are an exceptional teacher.

Another important point to remember is this: Don't concentrate so hard on working for your own course that you lose sight of the fact that other teachers, as well as you, have a right to a student's time outside of school! In the end you'll be crippling Johnnie individually, as well as doing your own department permanent injury. What good will it do Johnnie if he is competent in taking dictation but you rob him of the time he should be putting into English? He can't transcribe accurately nor with facility if he has a one-sided education. Try to remember that the average pupil won't put in more than two hours of work at home. Consequently, if you assign work that will take him over an hour to accomplish, what chance has the English teacher, or any other teacher, of getting a high batting average, for which you are striving, also?

If you can realize that you are just one cog in the machinery of Johnnie's education, and work to keep that part efficient and

working, you will have little difficulty in getting a fair amount of work done—and so will the other departments.

It is pathetic when any pupil is allowed to receive an education that is top heavy along certain lines. More and more we are realizing that, to build up a healthy, ambitious mind and body, we must live and let live; only then will we succeed not only in

grounding pupils in our own vocational subjects but also in giving them the chance to succeed. By this I mean not just in writing shorthand and typewriting but in having the zest and will to get a job where they can use that knowledge and keep it. Again I suggest that you ask yourself, "What's *my* batting average?"

## Ball State to Hold Twentieth Annual Invitational Conference

PLANS are almost complete for the twentieth annual invitational conference of Indiana business teachers, to be held at Ball State Teachers College, February 9 and 10, 1940. Leaders in the field of business education outside of the state who have accepted a place on the program are Dr. Hamden L. Forkner, Columbia University; F. H. Elwell, University of Wisconsin; Clyde I. Blanchard, managing editor of the *BUSINESS EDUCATION WORLD*; and W. Harmon Wilson, editor of the *Balance Sheet*, Cincinnati. Albert Tangora of the Royal Typewriter Company and Barney Stapert of the Underwood Typewriter Company, both of whom are speed artists on the typewriter, will give demonstrations and answer questions on methods of developing speed in typing.

The central theme around which the program is being prepared is "Tested Teaching Procedures."

Dr. Forkner comes from Columbia University with a wealth of experience in business education. He has appeared on the programs of many sectional and national meetings during the past few years. Mr. Elwell has been at the University of Wisconsin for a number of years as head of the accounting department. He is the author of several texts in bookkeeping and is recognized as an authority in this phase of business. Mr. Blanchard and Mr. Wilson are nationally known commercial educators. Both of them speak with authority from their many years of experience in the field of business education. Mr. Tangora and

Mr. Stapert always delight teachers with their superb skill on the typewriter.

The conference will open on Friday evening with a dinner, at which Dr. Forkner will be the speaker. Following the dinner, an informal reception will be held under the auspices of the local chapter of Pi Omega Pi, national honorary fraternity for business students. Sectional meetings, first held last year in connection with the conference, proved to be very popular with the teachers and will be held also at this conference on Saturday morning. A general session will conclude the program for Thursday.

The business and educational exhibit will start on Friday morning. Arrangements will be made for teachers to visit the exhibit at a time when no regular program is in session. Teachers are invited to bring advanced classes to view the exhibit. An instructive display of business and office machines and textbooks is assured.

The conference and exhibit will be held in Burris School, the laboratory school for Ball State. The high school business-education department has recently occupied new quarters in an addition to the building, which is now being completed. Teachers will be interested in seeing the new equipment provided for this department.

The plans for the conference are being made by Miss Inez Ahlering, Reitz High School, Evansville, who is president of the conference. Dr. M. E. Studebaker is head of Ball State's business-education department.



# What Do You Know About Business Law?

R. ROBERT ROSENBERG, Ed.D., C.P.A.

**I**N an attempt to show how inadequate is the knowledge of law even among commercial instructors (not teachers of commercial law), we asked more than three hundred commercial teachers and businessmen to answer the following questions and those that appeared in the October and December, 1939, issues of the BUSINESS EDUCATION WORLD, and those that will be presented in the fourth installment.

Why not test your own knowledge of the law we live with by answering the following questions? The average number answered correctly by those tested was fifteen out of each group of twenty-five submitted. The correct answers will be found on page 377.

## *Test Your Knowledge of the Law*

51. Does every transfer of title in goods require a money consideration?

52. Does a sale result when an agreement has been made to transfer title to personal property?

53. May goods not in existence or not yet owned by the seller be made the subject matter of a sale?

54. Does a sale always result when valid title to the subject matter of a contract passes to another?

55. Does the loss caused by the destruction of goods that have been sold but not delivered to the buyer fall upon the seller or upon the buyer?

56. May the finder of a lost article convey a good title to it to an innocent purchaser for value?

57. May a person ever convey good title to personal property if he himself has no title to it?

58. May a person who acquires title to property through fraud convey a good title to an innocent purchaser for value?

59. Is the risk of loss in installment sales on the buyer or the seller?

60. Does title to goods sold on approval pass to the buyer upon delivery?

61. Does a statement made by the seller that goods are suitable for a specific purpose constitute a warranty?

62. Does the seller have the right to retain possession of the goods until the purchase price has been paid?

63. In a C.O.D. sale, does the buyer have the right to examine the goods when they are delivered to him?

64. When the buyer rejects goods because they do not conform to the contract, must he deliver them to the seller?

65. May an unpaid seller who has parted with the possession of the goods sold and has delivered them to a common carrier regain possession of the goods if the buyer has become insolvent and the goods are still in the hands of the carrier?

66. Has the mechanic who repairs an automobile the right at any time to refuse to give up possession of the car to its owner?

67. Must a person who borrows any article of personal property replace it if it is stolen while in his possession?

68. Is a person who takes the property of another for safekeeping without charge liable for negligence?

69. Is a person who uses the property of another without permission liable for damages if the property is damaged or destroyed while in his possession, if he proves he exercised the highest degree of care?

70. Is a debt canceled if the creditor

surrenders his possession of personal property that was given to him by the debtor as security for the payment of the debt?

71. Is an innkeeper liable for any losses resulting from the theft of a guest's property from his room?

72. If a passenger on a train is injured without negligence of the railroad company, may he hold the railroad liable for his injuries?

73. May interstate transportation companies exempt themselves from liability due to negligence?

74. Must an innkeeper accept as a guest any reputable person who applies if the accommodations he wishes are available?

75. Is a railroad company liable for losses resulting from the theft of a trunk checked by a passenger if there was no negligence on the part of the company?

THE March Business College and Dickinson Secretarial School, of Atlanta, Georgia, has moved from the Grand Theater Building to a new location, in the Witt Building, 249 Peachtree Street, N.E. The school offers training in accounting, banking, bookkeeping-machine and Comptometer operation, and secretarial subjects.

## ORDERS FOR VOLUME 20 NOW BEING TAKEN

Bound copies of this year's *Business Education World*—Volume 20—will be supplied only to those who place their order before June 1.

The price is \$2.50 a volume, postpaid.  
Reserve your volume now.

THE BUSINESS EDUCATION WORLD  
270 Madison Avenue  
New York, N. Y.

Please send me postpaid ☐ copies of Volume 20 of THE BUSINESS EDUCATION WORLD at \$2.50 each.

☐ Bill me ☐ Payment enclosed

Name .....

Address .....

WILLIAM TAYLOR JOHNSON, principal since 1918 of the commercial department of Haskell Institute, Lawrence, Kansas, has accepted the principalship of Carter Seminary, a Government school for Indian girls, at Ardmore, Oklahoma.

Mr. Johnson brings to his new duties a wide experience and a splendid record of achievement, for under his direction the commercial department at Haskell Institute both increased its enrollment and raised its standards for admission. Formerly, pupils were admitted to the commercial department directly from the eighth grade, but now they enter from the high school, two years' full-time work being required to complete the business course.

In 1937, enrollment in the commercial department was changed to a tuition and working-scholarship basis; nevertheless, the school opened with a capacity enrollment, with a long waiting list. Graduates of the commercial department are taking their place in the business world—some in the Indian service, some in private business concerns, and others in businesses of their own.

Mr. Johnson, who is a Kansan by birth, had lived in Lawrence since 1915 and had taken an active interest in its civic affairs. He graduated from the Lawrence Business College and received a B.A. degree from Central State Teachers College, Mount Pleasant, Michigan. He is a former president of the Missouri Valley Commercial Teachers Association.

HAROLD M. BENSON, who was formerly a teacher in the high school of Kenosha, Wisconsin, has joined the faculty of Miami



University, Oxford, Ohio, as critic teacher in the School of Education and instructor of accounting in the School of Business. He holds degrees from Central State Teachers College and the University of Michigan and has done further graduate work in Wayne University, Detroit, and the University of Cincinnati.

Mr. Benson has taught in several high schools in Michigan and Iowa and has had three years of office and selling experience. His interests are broad and varied; at present he is working with two other faculty members on a research project in connection with the William McGuffey High School.



# Consumer Education News

**RAY G. PRICE**



**M**R. HARRY A. BECKER of Hamden, Connecticut, High School gives us the benefit of his five years' experience in teaching consumer education, in the October, 1939, issue of the *Clearing House*.

If you are looking for some helpful suggestions about how to teach consumer education, read Mr. Becker's stimulating article.

## **Finch Gives Them Both Barrels**

"Shore High School Introduces Two Consumer Courses" is the title of an article by Robert Finch in *Clearing House* for October 1939.

Mr. Finch contributes some interesting and valuable reasons why consumer education should be included in the schools, as gleaned from questioning several hundred businessmen, parents, and students.

The first-year course designed for freshmen and sophomores at Shore High School, Euclid, Ohio, covers such consumer units as:

Our Relation to Business, Forms of Business Organization, Transportation, Communication, Money Management, Banking, Credit, Installment Credit, Personal Finance, Insurance, Investments, Real Estate and Home Ownership, Building Your Own Business, and Business Records.

The advance course includes these consumer units:

The Consumer—His Place and Importance; Marketing System; Why People Buy; The Effect

of Prices on the Consumer; Standardizing and Grading; Labels, Packaged Goods, and Guarantees; Rules of Buying; How to Buy Foods; How to Buy Clothing, Shoes, and Fabrics; How to Buy Household Appliances; Mechanical Equipment and Automobiles; Taxes; Frauds and Swindles; and Protection of the Consumer.

## **Un-American Activities**

Representative Martin Dies, who has been investigating un-American activities in this country, recently promised the Associated Grocery Manufacturers of America that his committee was going to turn the spotlight on the consumer movement. It is reported they are especially interested in certain research organizations that have been under suspicion of communistic activities.

If business and the government feel such an investigation necessary, I am sure all teachers of consumer education would welcome an honest, unbiased investigation of the whole consumer movement, including organizations and individuals connected with it, as well as activities in the schools. Such an investigation should serve to eliminate undesirable practices and give those desirable activities a clean bill of health.

## **Your Library**

Teachers of consumer education will find a valuable addition to their list of supplementary reading in *Consumer Science*, by Alfred H. Hausrath, Jr., and John H. Harms, published by Macmillan.

The consumer point of view is maintained throughout the book. The section entitled "Applying Consumer Science" is especially usable in any consumer course.

Some of the significant points brought out in the chapter on oil will be of interest to readers of this column:

The lowest-priced oil of the same manufacturer will lubricate as well as the highest-priced oil.

Putting oil in sealed cans does not improve the oil, but it does raise the price. If any oil deserves to be sealed in cans and sold at premium prices, it is reclaimed oil. Oil does not wear out in use.

The army, the navy, and commercial air lines use reclaimed oil in their planes with entire success. Reclaimed oil is the used oil that has been discarded as no longer fit for use and then reprocessed.

The most economical plan is to change oil only as climatic conditions require, changing in late



fall to a winter-grade oil and again in the spring to a summer grade.

### Correction

All is well. *Consumers' Guide* still lives. This department's report, in September, of the death of this beloved friend was erroneous. The notice upon which this fatal announcement was based applied only to students who were on the mailing list to receive the publication. Teachers and others interested in consumer education will continue to receive *Consumers' Guide* every two weeks. I know our readers are glad to know that "all is well" with *Consumers' Guide*.

### Consumer Education and Business Education

In the October number of *Commercial Education*, published by Whitewater (Wisconsin) State Teachers College, Harlan J. Randall contributes a fine article on the consumer movement and consumer education as they touch business education.

In his summary, Mr. Randall makes these significant statements:

Consumer education is more than a subject teaching the merits and demerits of certain products. It is more than the work of one department. It is a viewpoint or approach to education that should permeate the entire school system from the elementary school through adult education.

Consumer education offers great possibilities for raising the standards of living, for improving malpractices in business, and for insuring more effective and intelligent government.

The consumer movement and consumer education are closely related to business education, and it appears that they may be responsible for causing a shift of emphasis from the traditional producer viewpoint to a new-type consumer viewpoint.

Vocational business education should be preceded by a background of business education from the consumer point of view.

Business education from the consumer viewpoint may require many changes in subjects offered and the content thereof. These changes cannot be determined at present.

Much study and experimentation are necessary.

The article is followed by an excellent list of reading and reference material.

## THE BUSINESS EDUCATION WORLD

Department of Awards

270 MADISON AVENUE, NEW YORK

### B.E.W. ANNUAL PROJECT CONTEST

(See pages 402-406)

*Caution:* The blank below is for the use of only those teachers who have not previously ordered the B. E. W. projects.

------(Cut along this line)-----

☐ I am planning to enter my students in your annual B. E. W. Project Contest. Please send me full information.

☐ I am interested in learning about your regular project service. Please send me full information.

(Note: Please print or type)

Date .....

Name of Teacher (Mr., Miss, Mrs.) .....

Name of School .....

School Address .....

City and State .....



# Motion Pictures

## FOR BUSINESS EDUCATION

LAWRENCE  
VAN HORN



UNIVERSITY OF CALIFORNIA EXTENSION DIVISION, Department of Visual Instruction, 301 California Hall, Berkeley, California; or 815 South Hill Street, Los Angeles. A complete catalogue, *Life Long Learning*, which lists films on many subjects, will be sent on request. The following motion pictures are listed in their supplement of September 18, 1939.

*Protecting the Consumer.* 16mm. sound, 1/2 reel, No. 763, service charge \$1. (This film was taken from the *March of Time*, Volume IV, No. 10, 1938. It may not be used in any program where admission is charged.) The film reveals tricks used to cheat the customer through short weight and short measure and explains what is being done to eliminate fraud and to educate the consumer; discusses the losses that are due to unscrupulous sales methods, such as the underworld tax on food substance, and "penny chisellers"; reveals what Mayor LaGuardia of New York has done to eliminate racketeering in the wholesale market and in petty methods of cheating. These are but a few of the topics included in this film.

*The Supreme Court.* 16mm. sound, 1 reel, No. 764, service charge \$1.50. Describes the method of appointing the nine members of the Supreme Court and gives a summary of policies. Discusses the Wagner Labor Relations Act, its legal history, passage by Congress, and refusal of employers to observe provisions.

*Protecting the Consumer* and *The Supreme Court* are also available through the Association of School Film Libraries, Inc., 9 Rockefeller Plaza,

New York. (This organization was described in this column in the September, 1939, B. E. W.) These films may be purchased.

OAKLAND PUBLIC SCHOOLS, Visual Instruction Department, Oakland, California. The following motion-picture films, all 16 mm. silent, are sent out by prepaid express and should be returned to the distributor in the same manner.

*School Banking.* One reel, time 10 minutes, rental \$1. Shows the operation of a school bank, the handling of monies, the making out of necessary records and forms, and other procedures.

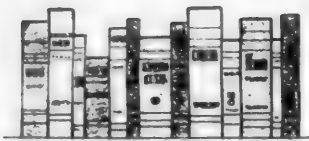
*How to Hunt a Job.* Two reels, time 25 minutes, rental \$2. Employment sources for the high school graduate in Oakland, California. The following subjects are included: Planning a campaign, United States Social Security registration, California State Employment Service, commercial employment agencies, classified newspaper advertisements, Civil Service, organization agencies, application leads, direct application, general suggestions.

*Twenty-four Jobs.* Two reels, time 30 minutes, rental \$1 a reel. The twenty-four jobs shown are typical of those obtained by graduates of Oakland's eight senior high schools, directly out of high school, without advanced training. The information contained is authentic, based on a recent survey of 500 graduates of Oakland high schools. Reel 1 shows the following occupations: bank clerk, cashier clerk, retail grocery clerk, wrapper, mail clerk, typist clerk, and others. Reel 2 shows the following occupations: department-store bundle boy, index clerk, stock clerk, order filler, general office clerk, and others.

WALTER O. GUTLOHN, Inc., 35 West 45th Street, New York, N. Y. Their new catalogue, listing many films for commercial geography and general business, will be sent on request. The films listed below are all 16 mm. sound motion pictures. They rent for \$1.50 a reel and sell for \$27 a reel. Borrower pays transportation.

*School.* 2 reels. This film shows a progressive-education school in action. In a carefully prepared presentation we see a group of young children being trained for life in a democracy. According to the distributors, this is the only film ever made in a classroom with dialogue by the children and no commentary.

(To be continued)



# Your Professional Reading

**MARION M. LAMB**

Let this department guide your professional reading. The B.E.W. is constantly on the lookout for new books and magazine articles of interest to business educators.



**H**APPY NEW YEAR! It's the old greeting which, like the "Once upon a time" of our childhood days, is but the prelude to the story, a signal for attention.

Few of us would care to predict the happiness the New Year holds, but we can with reasonable certainty say that the year will be a memorable one.

School problems are not so dramatic as presidential elections, nor so frightening as war bulletins, but they must be met and solved, if possible. We have our own confused and conflicting ideologies to be reconciled and fashioned into a flexible, harmonious design for education—a challenging task that calls for our highest talents and the greatest tolerance of mind and spirit.

## ***Secretarial Efficiency (College Edition)***

By Frances Avery Faunce, with the collaboration of Frederick G. Nichols. McGraw-Hill Book Company, Inc., New York, 1939, 601 pages, \$2.75.

If you teach secretarial subjects and don't already know this book, beg, borrow, or buy a copy. It will end your search for a well-written, sturdy volume that integrates the thousand details of secretarial procedure into one authentic picture of secretarial life in the well-ordered business firm or professional office.

Furthermore, the authors offer readers the basic understanding of secretarial duties and requisite personal traits by explaining the underlying reasons for specific acts, the concrete advantages of

the right personal qualifications, and their relative importance to general business enterprise.

One could write at great length of the virtues of this comprehensive volume as a textbook for a laboratory course in secretarial practice or as a reference book for teachers of secretarial subjects. It is enough to say that the book is its own hearty recommendation. If you use it as a textbook, you will wish to examine, at least, the supplementary workbook for student's and teacher's guide. If you use it as a reference, you will find it complete.

## ***A Retail Book List***

By Alfred A. Sessa, Teacher of retailing, Stamford (Connecticut) High School. Published by Journal of Retailing, 100 Washington Square East, New York, 1939, 19 pages, 25 cents.

According to the foreword, this bibliography is up-to-date as of September, 1939. No attempt was made to include all books bearing on the field; most of those published more than ten years ago have been omitted, as have some recent books of limited interest.

The present book list enlarges upon one first published in 1928 and revised twice since then. New sections have been added covering consumer education and secondary-school teaching. Publishers' addresses are included.

## ***The Strategy of Job-Finding***

By George J. Lyons and Harmon C. Martin. Prentice-Hall, Inc., New York, 1939, 408 pages, \$4.

He who reads this book may spare his feet and salvage his secret ambition to achieve a congenial career.

The emphasis upon self-appraisal and intelligent guidance found in current books on job hunting is perhaps one of the disguised blessings of the depression. Few of us would question that an ounce of forethought and planning by the fireside is worth a great many pounds of misdirected energy spent in rushing from office to office in search of a job.

Certainly there is nothing in this handsome, well-arranged volume of advice to suggest pavement-pounding. Written by trained personnel men holding responsible positions in the New York Telephone Company and the National City Bank of New York, it gives in detailed illustration original techniques to be used in attempting to find oneself; in preparing for job seeking; in finding the job; and, finally, in getting the job. These techniques, the authors aver, are based upon the practical experience and opinions of many personnel directors and business executives; still more important, the techniques have landed coveted jobs for hundreds of men and women.

Hunting a job à la Lyons and Martin is a

close-to-scientific and highly interesting procedure.

Vocational-guidance directors will be especially interested in the selected bibliography that concludes the book.

### **Research Applied to Business Education**

By Benjamin R. Haynes and Clyde W. Humphrey. Gregg Publishing Company, New York, 1939, 218 pages, \$2.

You probably know this book. Only after you have read a fairly representative number of volumes on research techniques can you appreciate this reassuringly brief work, with no more than three footnotes on any page. The authors, evidently possessed of rare sympathy for their readers, have presented in six well-organized chapters the information you need to grapple with a research problem, all without recourse to the abstract double talk that seems to characterize the writing of those who live in the realm of pure reason. If you are impelled to write a master's or doctor's thesis, or if you are struggling with a course in research methods, you will find this book a friend in time of need.

If, on the other hand, your life is quite complete without theses or courses in research, you may (with fingers crossed) skip the first six chapters in order to digest Chapters VII and VIII, which give the findings of selected studies in business education condensed into highly concentrated capsules of information, which will delight those who like their facts straight and to the point. These fifty-five abstracts of significant researches in business education are classified according to subject matter.

The last chapter of the book lists 150 research problems for the consideration of those looking for work or higher degrees.

A bibliography covering the principles and techniques of research, statistical methods, and research in business education, with miscellaneous supplementary readings, concludes the book.

### **Economics for Consumers**

By Leland J. Gordon, American Book Company, New York, 1939, 638 pages, \$3.

Perhaps it was a penny-pinching, canny publisher who first said that you can't judge a book by its cover. If clothes help to make the man, certainly a handsome, substantial binding, generous-sized type, good paper, and appropriate illustrations help to make the book—all of which philosophy finally brings us to the statement that *Economics for Consumers* rates "A" in appearance, in spite of the fact that it has no illustrations, and it suggests fittingly enough real consumer value.

Professor Gordon has been teaching a course

in economics for consumers at Denison University since 1932. This course differs from the usual university course in economics in that economic principles are considered from the point of view of the consumer, rather than of the producer, and the student's attention is directed towards consumer values at the time that he is learning the laws of economics. The author misses no opportunity to point out the prevalence of waste in consumer practices today and to reiterate his theme that wiser consumer practices promote human welfare.

In the preface to his book, Professor Gordon summarizes the philosophy upon which he has built:

"Consumption is an art which Americans have too long neglected. It is the task of future generations to match the productive genius of their ancestors with cultivation of the art of living. This will require active, alert participation in economic life comparable to that exercised by producers. Where waste prevails it must be eliminated. False standards of consumption must be replaced. The whole emphasis must be shifted from that which regards consumers as a mere source of profit to one which holds promotion of their welfare as the supreme purpose of the economic system."

### **Magazines and Pamphlets**

These are not particularly recent contributions, but they are significant, and in one reader's mind, at least, deserved a backward glance.

• • Quoted from the September, 1939, *American School Board Journal*:

YOU'VE GONE PROGRESSIVE IF:

Your desks and chairs have gone into a huddle.

Your class is making more noise than you can live through.

You have fourteen projects going at once.

You long for the good old days when children studied.

You have forty-nine duplicate models of pioneer log cabins.

Your boards are covered with daubs of clay—result of free discipline.

You take to your bed at 3:40 p.m.

You feel the need to take a course in blacksmithing, carpentry, plumbing, poster lettering, toe dancing, psychology, dramatics, and map making.

Your friends tell you, "Better watch out; remember Grandfather." (He went insane.)

You pay the janitor a quarter to clean up the mess and say nothing about it.

Insurance companies refuse to issue a policy to you on the ground you lead too precarious an existence. —G. L. in *Miami School Digest*.

# Widening Horizons for 1940

*New perspectives, fresh ideas, and an insight into the accomplishments of others bring greater incentives for the day's work.—G.N.*

TEACHERS are engaged in a dynamic profession, one which requires the highest ability, prolonged preparation, and the utmost in self-sacrifice. . . .

Teachers require the help of systematic plans for training in service, to assure continued growth. The question is not so much how good the teacher is when he enters the school system. Rather the question is how much better the teacher has become each year of his teaching. Only by ingenious devices of in-service training can schools help teachers to keep their minds alert and growing. Such mental alertness and such growth are the *sine qua non* of a vital school.

—J. W. Studebaker, United States Commissioner of Education

WE CAN'T WAIT FOR THE CHILDREN, G. L. Maxwell, assistant secretary, Educational Policies Commission, Washington, D. C. *School and Society*, September 23, 1939. 525 West 120th Street, New York, New York. 15 cents.

"We try to educate children to expect social change, to foresee its probable trends, to understand its causes, and to have a responsible part in its direction. But the world changes so rapidly that by the time the children have grown up to the point of taking responsibility in adult life, they are living in a society which is almost unrecognizable as the same world which they studied in school. . . .

"In other words, if education is to play the large part which we believe it should play in shaping the future of our society, we can't wait for the children. We must begin at once to provide educational services, on a greatly expanded scale, for grown men and women, for the adult citizens in whose hands, in a democracy, rest the decisions as to the future course of our nation. . . .

"Some things we can do, must do, with children—and unless we do them, continuing education for adults will avail us but little. . . . We can help them to understand the present in relation to the past. . . . We can develop in them interests which, under favorable conditions, will persist throughout adult life. We can stimulate eagerness to go on learning, after the period of formal schooling is over. We can make them alert to the social changes which occur during the years they are in school, and can teach them to expect continuing change. . . . We can see that they have direct experience in meeting successfully the problems which arise in their lives. We can extend the horizons of their lives considerably by

providing direct contacts with the world beyond the school. . . .

"Our American democracy should provide a single, integrated educational service for its citizens, from the nursery to old age, with opportunities suited to the needs, problems, and capacities of individuals at each stage of their lives.

"I do not mean that all adult education should be brought under the direction of the public schools. Much of our best adult education is being carried on by other agencies—by public libraries, university extension divisions, agricultural extension service, churches, Y.M.C.A.'s, Y.W.C.A.'s, museums, radio broadcasting corporations, parent-teacher associations, labor unions, health agencies, and the like.

"This is as it should be. But this diversity of services calls for close co-operation on the part of these agencies, if the needs of our people are to be served. Hence the significance of adult education councils such as those in St. Louis, Denver, Cincinnati, New York, Chicago, Washington, and a hundred other cities. . . .

"An important point stands out clearly in the closing pages of the report of the Educational Policies Commission. It is this: The education of children itself depends on adult education. . . . Hence the wisdom of parent education, even though our interests may be chiefly in children. But beyond the need for parent education, the commission points out the urgent necessity of taking the public into confidence and into partnership in determining educational policies. For the real consumers of education, the people who pass the bills, who elect the school boards, who decide in the end what the school shall do, are not children, but adults. And when we seek to bring this adult public into partnership with us in the education of children, this, too, is adult education.





## T O THE EDITOR:

Dr. Edward J. McNamara's article, "Ways to Improve Commercial Education," published in the June, 1939, number of the *BUSINESS EDUCATION WORLD*, is very fine, and it probably fits New York City's High School of Commerce ideally; but I very much fear that the larger part of the country's commercial education departments are not so well equipped as Dr. McNamara's, and I wish to speak for the Middle West.

The first need for the schools of the Middle West is equipment, and the second is commercially trained teachers.

I agree with Dr. McNamara that we need to improve the fundamental skills of reading, writing, and arithmetic — especially reading. The "reading and understanding" ability of many of our high school students is, we agree, pathetic. We all agree, too, that we need set standards, but it takes commerce teachers—teachers who are commercially minded and commercially trained—to develop business attitudes and characteristics in students. And it takes time for teachers to contact business people and business organizations. Overloaded teachers cannot possibly have the time.

Dr. McNamara's fifth article of suggestion on "reproducing actual business conditions" requires both equipment and time on the part of the teacher, as well as commercially trained and commercially minded teachers. All too often, we have few, if any, of these "necessities for efficient commercial training."

I cannot agree with Dr. McNamara when he says, "Our trouble is that we have too many progressives." In the commercial education world, our trouble is that we have too many theorists and not enough people with common

"horse sense" backed by good business acumen, which is necessary for efficient guidance on the part of the teacher.

In my opinion, we never have too many "progressives." It is the theorists whom we do not need; that is, those who do not have solid ground on which to stand—the theorists who do not back their theories with hard facts. It is the "progressives" who make our advancement in civilization—not to mention education—possible.

When the educational world realizes that commerce is a difficult subject and that just anybody cannot teach it, then and only then will our students have a chance to become efficient office assistants and potential business leaders.

High schools are frequently located in large industrial districts, where students are not financially able to obtain education beyond high school. Our business colleges are fine for the students who can pay, but what about the students who cannot pay? These students are frequently found several years later in "10-cent" stores, "soda jerking" at drug stores, or acting as bus boys or elevator boys or girls in office buildings.

These students should have a chance to equip themselves in the public high schools to make good, useful citizens, capable of making a decent living for themselves and their families. The above-mentioned jobs should be left to those people without ambition or the ability to go through high school. Our standards of production in high schools should not be limited to college preparatory!—*Lillian Forrester, Head of Commercial Department, Capitol Hill Senior High School, Oklahoma City, Oklahoma.*

## T O THE EDITOR:

There is little real variance between the points of view expressed in the article, "Ways to Improve Commercial Education" and the letter of Miss Forrester. There can be no doubt that most high school commercial departments are in need of more equipment. It seems to me that in the description of the equipment of the High School of Commerce a good argument is given to assist those teachers who are endeavoring to obtain more and better equipment.

Many times lack of equipment exists because there has not been a sufficiently insistent demand for it. Teachers take the attitude that more equipment cannot be obtained and that there is no use in asking for it. Requests for equipment, fortified by valid arguments earnestly, respectfully, and insistently repeated, will bring surprisingly good results.

With regard to the "progressives" spoken of in the article, they are the ones Miss Forrester calls theorists. The self-styled "progressive" is the one who accepts every new fad or theory that comes along, without examining into it. He hears that it is undesirable to have in one class children

of ten and children of thirteen and that retarding children humiliates them; he demands, therefore, that progress through school be based on chronological age. Scholarship standards are wrecked, but the new plan is adopted because it is new.

The self-styled "progressive" hears that children must not be inhibited, that they must give expression to their own personality; he immediately embraces this idea. There must be no compulsion in education; children may do just what they wish to do. Discipline and self-control are forgotten. One has heard of the question: "Miss Blank, do we have to do what we want to do today?" These are the progressives referred to.

Miss Forrester is a little hard on those who earn their living in "10-cent stores," in drug stores, or as elevator operators. These are good useful citizens capable of making as decent a living as many of those who complete their studies in the commercial departments of senior high schools. But I am not opposed to having more schools where all boys and girls can be given the opportunity of getting a high school education. I would have them not only in the industrial centers but in central rural centers.

In looking for ways to improve commercial education, let us not be satisfied with present conditions; let us not compromise with the mediocre; let us aim high and keep insisting upon our justifiable needs.—*Eduard J. McNamara, L.L.D., Principal, High School of Commerce, New York City.*

## T O THE EDITOR:

I have just read your editorial, "A Big Brother Sequel," in the November BUSINESS EDUCATION WORLD.

Your plan for a business mentor for every commercial student has unlimited possibilities for many reasons:

1. It would create a better feeling between business and the school.
2. It would be a definite help in placing students after graduation.
3. It would help to raise the commercial curriculum to the level of the college preparatory curriculum in the minds of all students and probably attract more of the better type of students.
4. It would help to establish a better dividing line between the commercial curriculums and the general course.

In teaching "The Interview" in my office and secretarial class last spring, I contacted the Kiwanis president and he co-operated with me in providing businessmen to interview each student in my class. In addition to the real benefit derived, the students had a thrill they will long remember. Some of the students got jobs as a result of the interview.—*Enice E. Fitts, Highland Park, New Jersey, High School.*

## D EAR MR. EDLUND:

I have been enjoying so much your articles appearing in the B. E. W., and all the members of our advanced classes have copies of them.

I also read several times your article which appeared in the December issue of the *American Magazine*, and found it very enjoyable and helpful.

I have been helping young girls secure positions over a period of about ten years, and I am always looking for new thoughts and suggestions. My work, of course, has always been from 90 to 100 per cent with the graduates of the school with which I might have been connected at the time. Recently, however, I have been assisting many young people who have never been students of mine. All this help has been given gratis, as I have always been interested in young people. I have gone around to many high schools in the past five years, and have given talks on all phases of "How to Get a Job and Keep One."

I do congratulate you on the excellent job you have been doing. I have followed all your articles, and have heard much of your work.—*Madeline S. Strony, Director, The Newark School for Secretaries, Newark, New Jersey.*

## T O THE EDITOR:

I should like to express something which has been on my mind for the last thirteen years; namely, the invaluable assistance that your magazine and the *Gregg Writer* have been to me as a teacher of shorthand and typewriting. One of my regrets in leaving teaching for the administrative field is that I am afraid I shall not have time to read it as carefully as I have in the past. I have not missed reading a number from cover to cover for the last thirteen years, and consider it the greatest single help I received in my teaching.—*Thomas F. Ferry, Principal, Paul Junior High School, Washington, D. C.*

## T O THE EDITOR:

The series of articles on personality by Dr. Thorpe that is now running in the BUSINESS EDUCATION WORLD is the most inspiring and helpful series you have yet printed.

The articles give teachers and students who are not familiar with the "lingo" of the psychologist the true scientific information they need, understandably presented in a convincing manner.

On the other hand, the reader who does not wish to accept the findings from the angle of science can derive as much inspiration—and indeed more—than he would from many a sermon. In fact, Dr. Thorpe identifies science with practical religion.—*E. Lillian Hutchinson, New York City.*

# Are There Any Questions?

This educational service is brought to you by arrangement with Teachers College, Columbia University. Questions on education may be submitted through the B.E.W.

**Question:** I am interested in finding a magazine dealing with the problems of vocational guidance. Can you refer me to one or two?

**Reply:** There are a number of magazines in the field, some for vocational-guidance counselors and others for the general public who may wish some help in going about finding a job.

*Occupations, the Vocational-Guidance Magazine*, published eight times a year, is the official organ of the National Vocational Guidance Association, 425 West 123d Street, New York City. This magazine is for people interested in the problems of vocational counseling; it contains articles, notes on recent publications, results of researches, etc.

For the general public and for students in schools, there are the following magazines:

*Vocational Trends* (monthly), published by Science Research Associates, 600 South Michigan Boulevard, Chicago, Illinois.

*Your Future* (weekly), published by the American Education Press, Inc., 400 South Front Street, Columbus, Ohio. This is chiefly for students in schools.

*Vocational Guidance Digest*, Stanford University Press, Stanford University, California. A digest of current material in the field, published ten times a year.

**Question:** How many persons who finish grade school go on and finish high school?

**Reply:** Preliminary tabulations from a survey being made by the Division of Social Research of the W.P.A. indicate that, of every 100 completing the eighth grade, 65 graduate from high school. Of these 65, 46 leave school on receiving their high school diploma. Only 19 enter college.

• • According to recent studies on earnings of occupational groups in the United States, compiled by the National Education Association and the Bureau of Labor Statistics, teachers stand tenth in the following list, presented from highest to lowest: engineering, lawyers, physicians, dentists, ministers, employees of Class I railroads, other city employees, Federal employees, employees in all manufacturing industries, teachers in public schools, all manufacturing wage earners, cotton textile-mills wage earners.

Educators recognize that the schools exist solely for the education of the pupils, and not as a means of support for the teachers. Yet it follows logically that teachers' salaries must be comparable with earnings in other professions in order to attract and hold people with sufficient ability to fulfill the

more stringent and exacting requirements of education in the modern world.

• • Insatiable curiosity is not limited to children. Contrary to traditional ideology, questions do continue to rise to the mental surface even after a person has reached the hale and hearty age of twenty-one. Pursuit of the answers can bring the most invigorating experiences in life.

**Question:** Are there any tests similar to intelligence tests to determine the type of personality that a student has? What facts about personality do these tests determine?

**Reply:** There are a number of tests, similar to intelligence tests, designed to measure various aspects of a student's personality and adapted for various ages. Some are concerned with measurement of such things as the amount of dominance or submission, the degree of introversion or extroversion, the amount of emotional stability in a child. Others indicate how well adjusted the child feels at schools. There are also tests for honesty in school work, for co-operation, etc.

Authorities differ as to the value of these. Critics feel that (1) the questionnaire form allows the child to give the sort of impression of himself that he wishes to give, (2) an individual's honest opinion of himself may not agree with what others find true about him, (3) the questions and trait names mean different things to different people, and that therefore there is no accurate basis for measurement.

On the other hand, supporters of these tests feel that they afford valuable assistance to teachers and counselors in obtaining insight into the child's nature and problems. They find that characteristics hard to observe in interviews or slow in coming to light are sometimes indicated by a child's response to the tests, and that a study of the individual items of the test can tell at times a great deal about the child's personality.

It is agreed generally that these tests are not substitutes for direct observation of children by the teacher or counselor. They are of the nature of additional aids or helps.

In addition to the questionnaire-type tests, there are others (such as the Rorschach ink-blot test) which attempt to reveal the basic characteristics of personality and which are little affected by the conscious attempt of the child, to present a favorable picture of himself. The use of these, however, requires a psychologist skilled not only in testing but also in analysis of the deeper levels of personality.

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*Students really  
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# Shorthand Practice Material

## THE GREGG WRITER

★ Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER. ★

### WINTER

OLD WINTER comes forth in his robe of white;  
He sends the sweet flowers far out of sight;  
He robs the trees of their green leaves<sup>30</sup> bright,  
And he freezes the pond and river.

He has spoiled the butterfly's pretty vest,  
And ordered the birds not to build<sup>40</sup> their nests,  
And banished the frog to a four months' rest,  
And makes all the children shiver.

Yet he does some good with his icy<sup>50</sup> tread,  
For he keeps the corn seeds warm in their bed;  
He dries up the damp which the rain has spread,  
And renders the air more<sup>60</sup> healthy.

We like the spring with its fine fresh air;  
We like the summer with flowers so fair;  
We like the fruits we in autumn<sup>70</sup> share,  
And we like, too, old Winter's greeting. (108)  
—Selected

### "I'M SORRY . . . !"

By DONALD WILHELM

Author of "Writing for Profit," "The Book of Metals," etc.

Condensed from the April Harpers Magazine

I GAVE the whole day to it, on the friendly theory that most young folk can't or won't learn except from experience.<sup>30</sup> I took this personable and lovable boy of twenty-three to New York City to get a job.

He had<sup>40</sup> never had to get a job. He had not worked his way through college, which many business leaders and some educators<sup>50</sup> believe ought, at least to some extent, to be "required." For reasons any parent understands, his father (and<sup>60</sup> then his widowed mother) had paid his way. Now, well aware that he was, in the educational sense, a<sup>70</sup> \$10,000 investment, he himself, his mother, and the girl he has planned his life with naturally supposed that<sup>80</sup> he could and would quickly get a job—get started.

I took him first to the editor of a great national<sup>90</sup> magazine with special interest in young

folk, who patiently explained that his office force consists solely of editors,<sup>100</sup> editorial assistants, and their secretaries.

Next, the founder and head of a leading advertising<sup>110</sup> agency explained that he found it necessary to keep his organization small and compact, that the only<sup>120</sup> employee in it without special training or experience is the office boy, Jim. This for the reason, he<sup>130</sup> said, that "most companies are paying out more in taxes than they'll ever again pay in profits!"

The personnel<sup>140</sup> director of one of the largest banks at once demanded, "What can you do?"

"I'll do anything to get started,"<sup>150</sup> Bob answered. "But what have you got that we need?"

"I've got my degree—" Bob faltered, as if this settled everything.<sup>160</sup>

"Are you a stenographer?"

"No, sir."

"Can you run a typewriter, even?"

"No, sir."

"If you knew shorthand, we might<sup>170</sup> give you a chance. I'm sorry. Good-by!"

This hurt! In the street once more, Bob's fine young face was working.

Having been on my<sup>180</sup> own since eighteen, I knew what he was experiencing. "Don't let that hurt you too much, Bob," I suggested. "Business<sup>190</sup> can't afford luxuries any more. Today a business begins a battle against extinction the moment it<sup>200</sup> is born; therefore a going concern has to be organized as tightly as a football team, with no place for<sup>210</sup> anyone who can't do his part. That may seem discouraging, but isn't. That is why all alert concerns are keeping<sup>220</sup> careful records and evaluating individual ability more scientifically than ever<sup>230</sup> before. And that is mainly why you young fellows have a better chance than ever before to work up, if only<sup>240</sup> you can get started."

The president of an important manufacturing concern, agreed. Finally, he<sup>250</sup> said with a shrewd and appraising look at Bob and a heartening handshake: "You'll make out all right, with the fine training<sup>260</sup> you've had. All you need is the know-how of getting started—you've got to get into first before you can get into<sup>270</sup> high!"

HOW to get started—how to qualify for admission to the biggest Marathon on earth—is a



problem<sup>520</sup> puzzling more young Americans today than ever before.

Bob is fairly typical.

He is handsome and<sup>540</sup> likable, a boy of the lucky kind you enjoy having around. Many studies have proved that, in the long run, college<sup>560</sup> men have advantages, though Alfred P. Sloan, Jr., chairman of General Motors, insists that there will always<sup>580</sup> be plenty of room at or near the top for men who rise from the ranks. Bob barely got by as a student. Yet<sup>600</sup> he is competent on what may be called the social side. Thus he can dance the dances our Streamlined Age of Speed has<sup>620</sup> syncopated, is something of an athlete, and can sail a boat and keep it shipshape. He can drive and repair the<sup>640</sup> family car. He can play a good game of bridge, to which he has given much study. And he can go it alone<sup>660</sup> and work with others, which Mr. Hoover once mentioned to me in an interview as a necessary<sup>680</sup> characteristic of a good executive. Nevertheless, when he was bluntly asked what he could do of immediate<sup>700</sup> use to business, in effect he had to reply, "Nothing!"

This circumstance is by no means an indictment of<sup>720</sup> college education. Many educators, in fact, believe that higher education ought not to be concerned<sup>740</sup> with any effort which is directly vocational. Moreover, it seems necessary to say that your<sup>760</sup> reporter, his wife, and two boys at Yale have had, so far, a total of seventeen years of college, and this without<sup>780</sup> regret. Nevertheless, if this single instance means anything, shorthand has been of far more direct and<sup>800</sup> continuous helpfulness to me than any other asset in the old kit bag, even in the matter of making<sup>820</sup> off to Harvard College with only \$10 to my name, knowing that, if I couldn't get a newspaper<sup>840</sup> job, I could at any time get work as a secretary.

As a means to getting started, shorthand is unique<sup>860</sup> in being the only skill required by all businesses and professions everywhere, in every city<sup>880</sup> and town.

George B. Cortelyou, stenographer to two Presidents, Secretary of Commerce, Chairman of the<sup>900</sup> Republican National Committee, Postmaster General, Secretary of the Treasury, and now president<sup>920</sup> of the billion dollar Consolidated Gas Company of New York, said:

Shorthand is invaluable<sup>940</sup> as an entering wedge. . . . And once across the threshold, instead of being marooned in the outer fringes of a<sup>960</sup> firm, the stenographer generally finds himself near the inner circle, often attached to the office of<sup>980</sup> one of the higher executives. . . . There he gets a bird's-eye view of the business and comes to know other officials<sup>1000</sup> while meeting and talking with many people who come to see his chief—people helpful to him in later years. . . .<sup>1020</sup>

Many leaders in professional and public as well as business life have been eager to testify to the worth of shorthand as a personal accomplishment as well as a means to get started—to open shut doors.

YOUR<sup>1040</sup> hurried businessman does not like to repeat, in person or over the phone, such instructions, say, as the following:<sup>1060</sup>

Take Jerome Avenue express to Forty-Second Street and shuttle to Times Square. Take Seventh Avenue express<sup>1100</sup>

to Cortlandt Street, and Hudson Tube to Newark, and be sure to get train marked "Newark." Get off at end of line, take<sup>1120</sup> bus marked "24," get off at Eighth Street. Walk east one block. The number of house is 504. Name is Zaccaninine.<sup>1140</sup> Get invoice 29972. Make it snappy! Hurry!

He rages, "goes through the<sup>1160</sup> ceiling" (unless it is fastened down), when he has to repeat! He hasn't time! "Time is the essence of things!" Yet a<sup>1180</sup> rapid and willing penman, does well to write 30 words, or 480 up-and-down-and-every-which<sup>1200</sup>-way longhand strokes, a minute. If when in conference, or using the phone, or trying to capture things said on the<sup>1220</sup> air, or traveling, or inspecting his properties, or making verbal offers and agreements, or in his home<sup>1240</sup> or at other times, he writes longhand as little as one hour a day for 300 working days, then he writes<sup>1260</sup> 8,640,000 strokes in the course of a year—strokes that, if straightened out into a single<sup>1280</sup> carefully etched line, would reach approximately 300 miles!

Does not writing these words in laborious longhand,<sup>1300</sup> seem a bit wasteful when "time is the essence of things," when success in business nowadays requires quick-starting and<sup>1320</sup> swift-moving in order to win through before one is 40, or never?

Without Gregg Shorthand, which he learned by<sup>1340</sup> correspondence when a boy, Fulgencio Batista, as he has publicly stated, could never have been in a<sup>1360</sup> position to get the information with which he roused his compatriots against a tyranny, led a<sup>1380</sup> revolution, and made himself the enlightened and loved "Strong Man of Cuba." And did not Julius Caesar, Augustus,<sup>1400</sup> other Roman leaders, statesmen, and philosophers, prize shorthand of a crude kind as a personal accomplishment?<sup>1420</sup>

Students attending college lectures, like other interviewers and all who listen to the radio and<sup>1440</sup> wish to make notes or to take down telegraph or phone messages or the morning shopping list, must, as a rule, use<sup>1460</sup> longhand. But Cicero's stenographer, Tyro, was more in click with our Streamlined Age of Speed. No gracious young thing<sup>1480</sup> with a "permanent," silk stockings, pen or pencil in hand and notebook flapping, was he. He was a military<sup>1500</sup> slave before he won his freedom and fame by originating the shorthand which Caesar and many others learned.<sup>1520</sup> He wore a tunic and a toga and sandals, and carried in his arms crude tablets made of wax, and in his hand<sup>1540</sup> a crude pointed tool or stylus with which he set down and perpetuated the words of the great soldier and<sup>1560</sup> commentator.

Naturally, we who live in this, our Streamlined Age of Speed, like to think we are terribly efficient.<sup>1580</sup> But, honestly considered, isn't it just a bit comic—that it still takes most of us almost as long to<sup>1600</sup> hand-write a letter as it takes the letter to get there?

And in the Big City, where foreign visitors are amazed<sup>1620</sup> to see us crazy Americans shaving electrically, driving big trucks which mix concrete on the way<sup>1640</sup> to the job, running up escalators, diving in and out of subways and elevators that are the fastest<sup>1660</sup> on earth—isn't it amusing that it takes all but a fortunate few millions of us longer to write the simple<sup>1680</sup> sentence, "I haven't

time today," than it took John Wesley, Roger Williams, or Governor John Winthrop of<sup>1700</sup> Connecticut, all of whom valued shorthand as a personal accomplishment?

OF COURSE it can't go on like this! It<sup>1720</sup> doesn't make sense.

Time meant nothing 'way back when—when people did not know where on the face of this earth they were or in<sup>1740</sup> what age, century, and year they lived—long before we had to catch the 8:11 and the 5:15 or had<sup>1760</sup> to meet a fellow at 2:12½ P.M. It meant more, though, when a century or so ago, Lord<sup>1780</sup> Macaulay, the historian, must have taken several minutes and used a perceptible amount of energy<sup>1800</sup> to write:

Of all inventions, the alphabet and printing press alone excepted, *those inventions which abridge<sup>1820</sup> distance have done most for civilization.*

Charles Dickens, who was then using shorthand as an aid in writing his<sup>1840</sup> fluent novels, might have made this sentence more interesting, fuller of personal meaning to us and young fellows<sup>1860</sup> like Bob, because he was a master of words as well as of the knack of quickly, even joyously, setting<sup>1880</sup> them down. Indeed, if this means anything, I personally believe that the intelligent study and use of<sup>1900</sup> shorthand teaches one more about words and their meaning than any other single study, not excepting Greek, Latin,<sup>1920</sup> or any other language, desirable as the study of languages is.

Certainly, too, words may be<sup>1940</sup> viewed as more important now than they were when, in the days of not-so-long-ago, they traveled no faster than one's<sup>1960</sup> voice could carry down the wind and no farther than a courier. The printing press vastly multiplied and extended<sup>1980</sup> their use. The telegraph, cable, and telephone gave them speed. The wireless obliterates distance instantly.<sup>2000</sup> The radio, also traveling with the speed of light, now flings them up and down and round the earth in all directions,<sup>2020</sup> in ceaseless waves on waves.

Science, that greatest of all prime movers, has thus stepped-up, revolutionized life,<sup>2040</sup> especially here in the United States where we hold almost all world's records for speed in the air, on highways, railways,<sup>2060</sup> even waterways. "Those inventions which abridge distance have done most," both good and bad, "for civilization."<sup>2080</sup> And here where we have made constructive use, rather than abuse, of them, there is and always has been and no doubt will<sup>2100</sup> be, even in our offices and homes, room for one more. Yet, strangely neglected as a personal accomplishment<sup>2120</sup> as distinguished from a vocational instrument, is shorthand, one of the most helpful and vitally useful<sup>2140</sup> of all. Of course, though, it won't always be like this, once we get the whole picture.

John Robert Gregg (born in the little<sup>2160</sup> village of Rockcorry, County Monaghan, in northern Ireland, on June 17, 1867)<sup>2180</sup> saw the light which was destined to make his long life helpful to countless and uncountable millions here and<sup>2200</sup> abroad when, at the age of eight, he was taken to church one Sunday and there watched a visitor and friend of his<sup>2220</sup> father's record the sermon word-for-word. At ten this boy was a shorthand enthusiast. At nineteen after<sup>2240</sup> studying and experimenting with all known methods of writing much in little, he invented his own system<sup>2260</sup> of "Light-Line Phonography."

The Old World did not wear a path to the door of its young inventor, however, after<sup>2280</sup> he borrowed \$50 from his brother and copyrighted and published his invention in 500<sup>2300</sup> pamphlets in Liverpool in 1888, when not quite twenty-one and a clerk in a lawyer's office.<sup>2320</sup> Nor did the New World when, in 1893, he came to America to open a school in<sup>2340</sup> Boston, at the very bottom of the worst of all our depressions. Soon, then, he moved on to Chicago, with better<sup>2360</sup> success, and in 1908 to New York.

Be it added, though, that in 1930, Boston<sup>2380</sup> University awarded him a doctorate as:

... pioneer and outstanding contributor to the<sup>2400</sup> development of commercial education, originator of a system of shorthand that has become world-wide<sup>2420</sup> in its use and which has combined with the art of typewriting to revolutionize the economic outlook<sup>2440</sup> of young men and young women everywhere.

And who knows! Quite possibly the time will come when all alert young<sup>2460</sup> Americans aspiring to be the leaders of tomorrow will view it, in this our Streamlined Age of Speed, as<sup>2480</sup> "required," as necessary standard equipment valuable in getting started, invaluable in<sup>2500</sup> emergencies, and at all times gratifying as a personal accomplishment.

At any rate, where is there<sup>2520</sup> another inventor whose name signifies so much of direct personal helpfulness to so many millions as<sup>2540</sup> that of John Robert Gregg?

## Graded Letters

By SARAH BLAKELY and  
ELEANOR M. RUCKER

For Use with Chapter Eleven of the Manual  
Dear Madam:

We suppose, of course, that you resubscribed to Staley's Journal when your subscription expired in December.<sup>20</sup> It will be such a treasure house of inspiration and pleasure in 1940 that you must not<sup>40</sup> miss the issues to come.

The children will be more impatient than ever for Staley's, for they will have, not only<sup>60</sup> the usual interesting stories each issue, but pictures also of the creatures of forest and stream in<sup>80</sup> their native habitat and in colors almost equal to those of nature. This is a new departure. We<sup>100</sup> continually aspire to give the best, no matter what the expenditure.

You should deposit the price, \$2.00,<sup>120</sup> at Walker's Agency today if you have not already sent in your order.

Yours truly, (137)

Dear Edith:

I had been looking forward enthusiastically to seeing you after receiving your<sup>20</sup> radiogram at 4 P.M. yesterday, but at this eleventh hour Mr. Edwards has asked me to make an<sup>40</sup> immediate reclassification of all the manuscripts that have been sent in from every locality<sup>60</sup> in the United States since Thanksgiving before our report is turned in tomorrow. That means there is practically<sup>80</sup> no possibility of my attending the Sorority's festivities tonight. My Company<sup>100</sup> seems to value my ability as a critic, and has given me authority to make drastic changes<sup>120</sup> whenever I think necessary, but I wish the Chief hadn't picked today to reward me for my sagacity<sup>140</sup> by giving me the responsibility of a job like this to be done

in such a hurry! He seems to<sup>100</sup> think it's simplicity itself!

So, while you are renewing girlhood friendships, picture me delving through technical<sup>100</sup> articles on medical research, physiology, experimental psychology, physical culture,<sup>300</sup> zoology, geography, mineralogy; origins of musical instruments, the hardships caused by<sup>200</sup> speculation, government regulation of public utilities, the effect of the coming political<sup>200</sup> campaign on the prosperity of the country, and like subjects!

I sent a telegram of apology<sup>200</sup> to the Committee at the same time I wired you.

Lovingly, (271)

## "A Bird in the Hand"

A story written especially for use with Chapter Twelve of the Manual

By DAISY M. BELL

OBVIOUSLY something had to be done immediately. The messenger had brought bad news. Unless the March payment<sup>20</sup> could be met punctually, the Citizens' Bank would never give its approval to a renewal of the<sup>60</sup> mortgage. And now foreclosure seemed unavoidable.

Work had been scarce since the Universal Novelty and<sup>60</sup> Premium Manufacturers had closed their Milford plant and located in Cambridge. Subsequently, Mr. Davenport<sup>60</sup> had been working only part time, but, by selling the property in town and cultivating the parcel of<sup>200</sup> land deeded to him in exchange for his services as executor of the Johnston estate, he had been able<sup>200</sup> to keep himself out of bankruptcy and Junior in college. He and his wife had been comfortable in the<sup>40</sup> old farmhouse. If they missed the comparative luxury of the attractive home they had sold, no one had guessed it<sup>100</sup> from their conversation. One unfamiliar with their change of fortune would have thought them enjoying a glorious<sup>100</sup> lark.

The Davenports made no bids for sympathy even when, one after another, this year, their crops had failed,<sup>200</sup> disappointing their hope of being "in the clear" by Christmas. But they seemed curiously undisturbed by the fact that<sup>200</sup> the mortgage they had placed on the farm would soon be due. By exercising strict economy, their cash would hold out<sup>40</sup> until February 15, when the note came due that they had taken from the architect from Memphis, Tennessee,<sup>200</sup> who had bought their home. In all probability there was no significance in the distinguished Southerner's<sup>200</sup> conspicuous avoidance of him lately, but inasmuch as rumors were afloat that the architect was involved<sup>100</sup> in litigation likely to tie up his cash, Mr. Davenport concluded to ask his attorney to<sup>200</sup> institute an investigation.

Here was the report! No use to deceive himself any longer. Prior debts<sup>300</sup> were in default. Not even partial payment could be expected on the note. Taking every penny they possessed,<sup>600</sup> the Davenports would be short a hundred dollars on the interest, to say nothing of paying off the mortgage.<sup>600</sup>

Obviously, something had to be done immediately. But what? (393)

(To be concluded next month)

## Men and Machines

From "The Silver Lining"

WE'VE ALL HEARD IT SAID that machines rob men of work, that machines are enemies of jobs. Let's take a look at the biggest<sup>20</sup> user of machines, the automobile industry, and see if this is true.

Back in 1895<sup>80</sup> there were only four automobiles in the United States. Those models were built by hand. I don't know what it cost<sup>60</sup> to build them that way but it has been estimated that to build a hand-made model of a modern car would cost<sup>60</sup> six thousand dollars. How many of us could afford a car at that price? We wouldn't keep very many people<sup>100</sup> busy building them, would we?

Back in 1910, before mass production hit its stride, an open four-<sup>100</sup>cylinder Packard without a self-starter sold for fifty-five hundred dollars. Today the eight-cylinder<sup>60</sup> 1939 Packard sells for \$1,295. There is no comparison in<sup>100</sup> the 1910 and 1939 cars and yet the price is lower! Machines have given us<sup>100</sup> better quality, more improvements, at lower prices.

Today 92 per cent of all cars sell for less than<sup>200</sup> seven hundred and fifty dollars. There are 25,449,942<sup>200</sup> cars registered in the U. S. A. Building those cars means work for thousands!

Taking all industry, an authority<sup>200</sup> estimates that machines have replaced two million workers but because those machines have made products faster<sup>200</sup> and better to sell for less, the mass demand has added three million workers. That's a gain of a million workers!<sup>200</sup> So the machine is our friend after all. (287)

## STALEMATE

From "PAGE MR. TUTT"

By ARTHUR TRAIN

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### PART V

NOW Mr. Tutt did not enjoy being jeered at,<sup>600</sup> particularly when he was on the wrong side of the law. Kirtland had sized up the situation quite correctly.<sup>620</sup> He could not replevy the certificate, and he could not attach the safe; and at that moment he could not<sup>600</sup> for the life of him think of any way to prevent the certificate from remaining inside it until after<sup>600</sup> the meeting.

"Miss Rathom," said he, getting up and ceremoniously removing his old stovepipe hat from<sup>600</sup> the hook behind the door, "there is nothing to detain us here any longer."

Then in the moment of his going<sup>600</sup> he paused. A light seemed to break over his wrinkled old face, and he burst into such a hearty chuckle that both Farnwell<sup>600</sup> and Kirtland experienced a shiver of nervousness.

"It's all right, my dear!" he exclaimed exultantly. "Come<sup>600</sup> along! We've got 'em!"

"The shoe's on the other foot!" snarled Kirtland.

"Wait and see! Wait and see!" commented the old lawyer<sup>600</sup> mysteriously. "Certificate or

no certificate, I warn you right now, Mr. Felonious Farnwell,<sup>6390</sup> that you'll never put anything over at that meeting."

Now it had not entered Farnwell's mind that Mr. Tutt,<sup>6400</sup> however angry with him the latter might be on account of his refusal to open the safe, could have any<sup>6420</sup> knowledge of what he had done or what he purposed to do at the stockholders' meeting; and the old lawyer's warning<sup>6440</sup> sent a tremor down his spine. Indeed, Mr. Tutt had delivered it much in the manner of a witch delivering<sup>6460</sup> a root-and-branch curse—complete in three volumes. Yet, in point of fact, it was nothing but a grand-stand play. Mr.<sup>6480</sup> Tutt had no idea whatever as to what his next move was going to be. But "conscience doth make cowards of us all," and Farnwell was frightened; and his anxiety was not reduced when as a parting shot—delivered over<sup>6520</sup> the stern rail, as it were—the old lawyer looked back over his shoulder and remarked, merely for good measure, "Yes,<sup>6540</sup> my friend, the law is on our side!"

Unexpectedly he drew fire. Kirtland's face had become a curious study.<sup>6560</sup>

"That isn't the law," snapped the Springfield politician.

Mr. Tutt instantly sensed something.

"Yes, that is the law, my<sup>6580</sup> friend!" he asserted with conviction. "If you doubt it, look it up. If that's all the law you need to practise with in<sup>6600</sup> Springfield, you'd better stay right here. Good afternoon, gentlemen."

"What did you mean, Mr. Tutt," asked Helen, as they<sup>6620</sup> descended the stairs to the street, "about 'that being the law'? What law did you refer to?"

"I don't know," he answered with<sup>6640</sup> a whimsical glance at her puzzled face—"yet!"

Now the reason for the perturbation evidenced by Farnwell's legal<sup>6660</sup> adviser—which reason he had refrained from communicating to his client, in the hope that his fears would<sup>6680</sup> prove unfounded—was this: though the certificate belonging to her grandfather had not been transferred to Helen<sup>6700</sup> Rathom's name, this might by law not prevent the distribution to her of the share-per-share stock dividend at the<sup>6720</sup> opening of the meeting, as the equitable owner of four thousand shares; and if Farnwell's debt to the<sup>6740</sup> corporation to the extent of four hundred thousand dollars might by law extinguish the stock dividend of like<sup>6760</sup> amount which would otherwise be distributable to him, and if these two "mights" were realities in law, then<sup>6780</sup> Farnwell would fail of his majority. For in that case, of the twenty thousand shares—represented by the<sup>6800</sup> original ten thousand capital plus the new ten thousand stock dividend—Helen would have four thousand new stock,<sup>6820</sup> Farnwell would have only four thousand old stock—his new stock dividend being cancelled and set off against his<sup>6840</sup> indebtedness—and the other stockholders would have remaining four thousand, for the balance of eight thousand would be<sup>6860</sup> out of play, so to speak, being made up of the four thousand old shares buried in Mr. Williams' name in the safe<sup>6880</sup> and the four thousand new which went to extinguish Farnwell's debt. Under these circumstances Farnwell could not hope to<sup>6900</sup> accomplish his purpose, for he would have no voting majority.

## OLD SITUATION BEFORE STOCK DIVIDEND DISTRIBUTION

	Shares
Ebenezer Williams (in safe).....	4,000
Asa Farnwell .....	4,000
Other stockholders .....	2,900
Total .....	10,900
Balance in favor of Farnwell.....	2,000

## NEW SITUATION AFTER STOCK DIVIDEND DISTRIBUTION

	Shares
Ebenezer Williams (in safe).....	4,000
Helen Rathom (stock dividend).....	4,000
Asa Farnwell .....	4,000
Other Stockholders .....	4,000
Treasury of Trading Co.....	4,000
Total .....	20,000
Balance in favor of Farnwell.....	0
* Not Votable	

Kirtland, though realizing this possible<sup>6920</sup> eventuality, had not taken it very seriously; but he now jumped to the conclusion that<sup>6940</sup> old Tutt had looked the whole thing up and, as he said, had "got 'em." If so, everything was over but the shouting,<sup>6960</sup> and Farnwell had better run to cover as fast as possible and try to conceal the traces of his dishonesty.<sup>6980</sup>

"Look here, Farnwell!" exclaimed his legal accomplice toward eight o'clock that evening. "I didn't tell you before<sup>7000</sup> because I didn't think old Tutt was wise, but I'm afraid you're a gone coon. I advise you to go over to<sup>7020</sup> the bank and arrange with them, if so directed tomorrow morning before the meeting, to pay off your loans. You've<sup>7040</sup> got enough government certificates to fix everything up all right. All the same, we may win out yet.<sup>7060</sup> Anyhow, you'd better put some one on guard over the safe tonight. We don't want any amateur burglary at<sup>7080</sup> this particular juncture."

AT about the same moment in the library of the old house on Main Street Mr.<sup>7100</sup> Tutt was saying: "Helen, unless I can devise some new expedient, it looks now as if Farnwell would be in<sup>7120</sup> a position to control the meeting. We can only hope that he's not planning to take advantage of the<sup>7140</sup> situation. However, I am going to try one more bluff. I'll call for you tomorrow morning at nine o'clock."<sup>7160</sup>

So while Asa Farnwell, a pistol in his pocket, made himself as comfortable as he could on his office<sup>7180</sup> lounge, Mr. Tutt, ignorant of the legal possibilities with which the situation was pregnant, hastened<sup>7200</sup> first to the barber, the butcher, and the tinsmith, and then to the house of the sheriff, who was sound asleep, but who<sup>7220</sup> was duly placated by a handful of stogies. The old lawyer did not take off his clothes at all that night, yet<sup>7240</sup> he exhibited no fatigue or early morning depression when, at the appointed hour, he called for his client,<sup>7260</sup> accompanied by a sheriff's deputy and the faithful Willie. Then, with a sheaf of papers in his hand,<sup>7280</sup> he conducted the party to the offices of Williams and Farnwell, where Asa was still dozing, fully armed,<sup>7300</sup> upon the sofa.

A loud official rap brought him to his feet with a start, and he sullenly unlocked the door<sup>7320</sup> of the outer office.

"Good morning, Asa," the deputy greeted him. "I've got a writ of attachment against<sup>7340</sup> your firm, and I'm here to execute it," he added as he put his foot in the crack of the door and



forced it<sup>780</sup> steadily open with his knee.

Farnwell, quite taken aback, and unfortified by the presence of his attorney,<sup>780</sup> reluctantly permitted the party to enter.

"What are you talking about?" he blustered feebly. "The firm hasn't<sup>780</sup> any debts. You can't attach anything here!"

"I can't, can't I?" retorted the deputy. "Well, here's a summons<sup>740</sup> and complaint in an action against Williams and Farnwell for sixty-eight dollars and seventy-five cents for work,<sup>740</sup> labor, and material, brought by Moses Millbank, the tinsmith, for repairs on your office safe."

Farnwell had<sup>740</sup> forgotten that Millbank's account was outstanding, but he had no reason to doubt it.

"And I guess I'll attach the safe<sup>740</sup> itself," concluded the deputy with a wink, gradually backing Farnwell toward the innocent object of<sup>700</sup> the whole rumpus. "That's sort of poetic justice, ain't it?"

"Just wait a minute until I call up Mr. Kirtland,"<sup>720</sup> protested Asa.

"Call him up all you want," said the officer of the law as he laid his hand on the bone of<sup>740</sup> their contention. "But this here safe is here and now, and from this time forth, attached and in my custody as deputy<sup>750</sup> sheriff of Buckminster County. Now you can call up anybody in creation."

"But you can't take it away!"<sup>780</sup> warned Farnwell.

"Course I can! Why not?" retorted the deputy. "I'm going to bring a truck here right off and take<sup>700</sup> it over to our office."

"You can't if I pay the sixty-eight dollars," answered Farnwell with a flash of inspiration.<sup>760</sup>

"True enough!" agreed the officer. "Have you got the money?" (7632)

(To be concluded next month)

## A Monosyllabic Tract

*"God Wants Your Heart and the Church  
Wants Your Help"*

By the REV. S. C. CARPENTER

In a few months from now the Church will do, with the help of God, a thing which has not been done since the faith of Christ first<sup>20</sup> came to our shores.

Of course, in one way, the thing is not new. It is as old as the Church is. It is the work of the<sup>90</sup> Church, the work which the Church is set in the world to do. And those who serve Christ in His Church have tried to work for their friends<sup>90</sup> and help them. They want their friends to know the Lord Christ and serve Him, and be friends with Him.

But, in a way, it is a quite<sup>90</sup> new thing. The call of Christ to the whole land has not been made to all men in all parts at the same time. And, as well as<sup>100</sup> that, the war has shown us that we are in God's hands. It has made us say, "God help us," "God save the King," "God save us all."<sup>120</sup> The war has made the Church feel that it must face the facts and see what can be done.

So at the end of this year the Church<sup>140</sup> will call at the same time on all men in all parts of the land which is our home to hear the Voice of

God. The Church is<sup>160</sup> sure that God has much that He wants us all to learn. We have been slow to learn; in fact, some of us are bound to say, if<sup>180</sup> we tell the truth, that we have not thought of God and the Lord Christ at all. Yet God has thought of us, and it has grieved His<sup>200</sup> heart to see the state of things. When war broke out it found us in a bad way. The rich lived side by side with the poor, but<sup>220</sup> no one can say that all men, rich and poor, were friends, and that we ruled our lives by the law of love. Some of those who were<sup>240</sup> rich spent all they had on their own needs, and took no thought for the men who worked for them. Their hearts were hard. There was no love<sup>260</sup> in them. Some of the poor spent half of what they had in drink, and so, as we all know, their homes went from bad to worse. Of<sup>280</sup> course I do not mean that there were no good men. Both in the Church and out of it, there were good men who tried their best. But,<sup>300</sup> sad to say, it is the fact that a few bad men can hold up and stop what the good men try to do. And so it was<sup>320</sup> with us. Those who thought most and cared most and prayed most, felt that there was much cause to fear. No one knew how it would all end.<sup>340</sup>

Then came the war. Wars are bad things; and some day when Christ rules all the world He will make wars to cease. But all the same, this<sup>360</sup> time it seemed as if there was some good in it. It seemed that God had said to us: "This is a bad thing, but it might have<sup>380</sup> been worse. Make the best of it. Stand side by side. You are all in it. Those who can must fight. Those who can must work. All must<sup>400</sup> take their part." So we closed our ranks, and our young men went to the war, and the rest of us tried to do our "bit."

We did<sup>420</sup> think of God in the first few weeks; but do we still? I am sure that you did pray on your knees for your lads at the front,<sup>440</sup> but have you tried to turn over a new leaf in your own life? Some of you get a big wage when the end of the week<sup>460</sup> comes—and, of course, I know that means a great deal of hard work; but what of the way in which you spend it? And how do you<sup>480</sup> pass the time that you get "off"? It is quite right to have rest and change, but do you try all the time to serve and love those<sup>500</sup> whom you know, or do you care most to please your own self? You know best, what to say to all this.

Well, the Church has had a<sup>520</sup> plain call from God to speak out on points like this. To all men, rich and poor. And, of course, most of all to its own self. The<sup>540</sup> Church knows well that its own life has not been all that it might have been. And it need not be said that if the Church is to<sup>560</sup> teach men to change their minds, the Church must be the one to do it first. The Church must change its own mind in all points in which<sup>580</sup> it has not been true to the law of Christ. There must be no more pride, but in the place of pride there must be love. The Church<sup>600</sup> feels that, and the Church has made up its mind that it means to have more faith and more hope and more love. In fact, the Church feels<sup>620</sup> that it, as well as the world, has sinned and grieved the heart of God. And it is all the worse for the Church to sin, for the<sup>640</sup> Church ought to be strong with the strength of God. But the Church is made up of men; and men are weak—so there it is. All have<sup>660</sup> done wrong. We are all in it—Church and all. The



nails that went through the hands and feet of our Lord as He hung on His Cross<sup>700</sup> are sins that all of us have done. He was the Lord. He came to save the world. The world gave Him, not a crown, as it ought<sup>720</sup> to have done, but a Cross. You and I were not there then, but He bore on His heart the sins of the whole world. And some of<sup>740</sup> those sins were ours. We helped to make Him die. It is our fault.

What, then, must we do? What we must do is this. We must fall<sup>760</sup> on our knees and say to God that we have done wrong and that we know it; and we must ask Him to wash out our guilt and<sup>780</sup> give us all a new heart and a change of mind and a new life. The Church will lead the way and through the next few months the Church will pray to God day by day to be made clean and strong and good. Then, when the time comes, the great call will sound through the<sup>820</sup> land.

When that time comes you will have to help. *God wants your heart and the Church wants your help.* The Church has a great work to do,<sup>840</sup> to teach and warn, and serve and help all men. And if you do not join and do your best, the Church will be one short.

It may<sup>860</sup> be that the friend who left this at your house will call next week and ask you what you think of it. I hope with all my heart<sup>880</sup> that you will feel that it is true. The Lord Christ calls on you to work for Him and, if need be, to fight for Him. He has<sup>900</sup> a right to ask you—He gave His life for you; will you not help to crown Him King? When you were a child you were brought to<sup>920</sup> Church and the sign of the Cross was made on your brow. Christ calls you now: "Rise up and join the ranks of those who are true to<sup>940</sup> Me. Take up your Cross, and come where I have led the way." (949)

## Actual Business Letters

### Employer's Liability Insurance

Benson Insurance Company  
Insurance Exchange  
Chicago, Illinois

Gentlemen:

One of our employees<sup>20</sup> suffered a fall here in the office sometime around the middle of October of this year. At the time this<sup>40</sup> accident seemed to be of no particular importance and therefore no report was made to you.

Early in<sup>60</sup> November she developed a severe soreness in her neck, resulting in her having to take a few days away<sup>80</sup> from work and go to a doctor for treatment. She came back to work, but the disturbance appeared to continue, shifting<sup>100</sup> from her neck and shoulder to her left knee, with which she has had very serious trouble for several weeks.<sup>120</sup>

In discussing her condition with her doctor she was told that it very likely came as the result of some<sup>140</sup> fall, which of course, connects her present condition with the fall that occurred in October.

We are writing to inquire<sup>160</sup> whether our insurance coverage will apply to this injury to our employee. The employee (Lois<sup>180</sup> M. Banks) has been working right along so that no claim for lost time is contemplated. We think, however,

that<sup>200</sup> we may be entirely within our rights under our policy in claiming reimbursement for her doctor's service<sup>220</sup> and incidental expenses for transportation to and from his office.

We await your advice in regard<sup>240</sup> to this claim.

Very truly yours, (246)

Mr. Lester E. Jones  
145 Wabash Avenue  
Chicago, Illinois

Dear Mr. Jones:

This<sup>20</sup> will acknowledge your letter of December 29, 1939, reporting the accident<sup>40</sup> to Miss Banks in October of last year.

As suggested today by phone, will you please complete accident reports<sup>60</sup> for filing with the Department of Labor and send them to this office.

We will interview Miss Banks regarding<sup>80</sup> reimbursement for medical and other expenses.

Very truly yours, (94)

## By Wits and Wags

First Student: What do they call those tablets the Gauls used to write on?

Roommate: Gaul stones. (14)

"Do you wish the court to understand that you refuse to renew your dog license?"

"Yes, your honor, but—"

"We want no<sup>30</sup> 'buts.' The license has expired."

"Yes, and so has the dog." (29)

Caller: I'm a bill collector, lady.

Mrs. Nuwed: Just a moment, and I'll show you the biggest collection<sup>20</sup> of bills you ever saw. (24)

Dear Old Soul (visiting her very sick brother): I've had a very nice letter from Emily. She says she's so<sup>20</sup> sorry she ain't able to come and see you but she hopes to be able to come to the funeral. (38)

"I've finished with that girl."

"Why?"

"She asked me if I danced."

"What's so insulting about that?"

"I was dancing with her when<sup>20</sup> she asked me." (22)

Kitty: Gracious, it's been five years since I've seen you. You look lots older.

Kat: Really, my dear? I don't think I would<sup>20</sup> have recognized you if it wasn't for that coat. (29)

"Are your father and mother in?" asked the visitor of the small boy who opened the door.

"They was in," said the child,<sup>20</sup> "but they is out."

"They was in, they is out. Where's your grammar?"

"She's gone upstairs," said the boy, "for a lay-down." (38)

## Transcription Speed Project

Dear Mrs. Raymond:

Our Annual Linen Sale will begin on January 3—the twenty-eighth consecutive<sup>25</sup> yearly event during which we will have demonstrated to thousands of our customers that in January<sup>20</sup> the greatest economy can be practiced in the buying of Household Linens; for during this sale the prices<sup>40</sup> are the lowest of the year. Exclusive new patterns in Tablecloths and Napkins—the best productions of the<sup>80</sup> looms of Ireland, Scotland, France, and Belgium as well as our own country will be shown for the first time.

Articles, too,<sup>100</sup> from all our lines of fine Lingerie are being offered at special prices—the largest and finest collection<sup>120</sup> of exquisite garments to be seen anywhere.

If you desire quality and beauty and at the same time want<sup>160</sup> to practice economy in your purchases, do not miss the opening of our big January sale.

Very<sup>180</sup> truly yours, (165)

Enc.

### SPECIALLY PRICED FOR JANUARY SALE

#### NEW DESIGNS IN

French and Irish Cloths (Napkins to match)

Hemstitched Cloths

Lace Table<sup>20</sup> Cloths

Japanese Drawn-Work Dinner Cloths

Chinese Embroidered Dinner Cloths

(Napkins to match)

Hemstitched and Embroidered<sup>40</sup>

Sheets and Pillow Cases in Linen

Embroidered Bed Spreads and Pillow Shams

Hemstitched and Hemmed Towels

in Damask and<sup>80</sup> Huck

Crash Towelings

Turkish Towels

Bath Mats

Bath Blankets

"Old Bleach" Towels

Hemstitched Tray Cloths

Carving Cloths

Tea Cloths<sup>100</sup>

Embroidered Doilies and Centerpieces

French Lace Doilies and Centerpieces

#### OTHER IMPORTANT ITEMS

Domestic<sup>120</sup> Cottons

Stamped Linens

Women's, Girls,' and Boys'

Washable Clothing

Men's Shirts and Pajamas

Low-Priced Shoes

(118)

## The Art of Living

(O. G. A. Membership Test for January)

WHAT would you say was the first lesson to be learned about the art of living? There are many to claim our attention,<sup>20</sup> but the Greeks would answer: "Know that which is you." In our humble opinion, we must learn to know and differentiate<sup>40</sup> clearly between the important things of life and those of lesser values and act accordingly.

If you<sup>60</sup> will gauge your actions by this simple formula in everything that concerns you and what you are about to<sup>80</sup> do each day, you will save an infinite amount of trouble and further your plans for greater harmony and more<sup>100</sup> satisfying living.

There is a fine education in learning to decide things after they have been scrutinized<sup>120</sup> with care and thought. What are the important things in life for you? Which of them comes first and which is last? Marshal Foch<sup>140</sup> once said: "Whatever you do you must do well no matter how little its importance may seem to you to be." (159)

## The Farmer and the Dogs

(Junior O. G. A. Test for January)

A FARMER, having been shut up in his farm house during a severe winter by the snow, was sharply pressed for food.<sup>20</sup> Since he was unable to get out to procure it, he began to kill off his sheep. As the hard winter continued<sup>40</sup> and he had eaten the last morsel, he butchered his goats. And at last—for there was no break—he killed the plough-oxen.<sup>60</sup> Upon seeing this, the dogs said, "We should be off! Since the farmer has not spared the working oxen, why would he<sup>80</sup> spare us?"

When our neighbor's house is on fire, it is time to look to our own. (93)

## Origin of Vegetables

DID YOU NOW that—

CELERY originated in Germany.

The chestnut came from Italy.

The onion originated<sup>20</sup> in Egypt.

Tobacco is a native of Virginia.

The citron is a native of Greece.

Oats originated<sup>40</sup> in North Africa.

The poppy originated in the East.

Rye came originally from Siberia.<sup>60</sup>

Parsley was first known in Sardinia.

Spinach came from Arabia.

The sunflower was brought from Peru.<sup>80</sup>

The mulberry tree originated in Persia.

Walnuts and peaches came from Persia.

The horse chestnut is a<sup>100</sup> native of Tibet.

Cucumbers came from the East Indies.

The quince came from Crete.

The radish is a native of China<sup>120</sup> and Japan.

Peas are of Egyptian origin. (129)

## Radio Scripts Available

TEN radio scripts on buying problems, prepared by Mrs. Dennis E. Jackson, are available from *American Consumer*, 205 East 42d Street, New York. The price for the set of ten is 75 cents. The scripts deal with such subjects as the buying of towels, hosiery, and canned food; installment buying; and meat grading.